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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 49 titles deal with a variety of topics, including the following: reading instruction for elementary school children, the significance of the teacher or teacher aide in reading instruction, reading achievement, reading comprehension, beginning reading, linguistic awareness, sustained silent reading, parent-teacher factors that influence reading, effects of reading instruction on performance in mathematics and on problem solving, individualized reading instruction, vocabulary instruction as it relates to reading comprehension, sex-role perceptions by teachers as they affect reading achievement, classroom management preferences of teachers as related to student reading achievement, children's perception of the reading process and the relationship of that with Piagetian theory, self-concepts as they affect reading achievement, a state plan for reading excellence, study methods and reading achievement, the role of the school principal in improving reading among students, reading staff development, and the use of pictures and filmstrips in reading instruction. (TJ)

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CLASSROOM MANAGEMENT APPROACH PREFERENCES OF TEACHERS AS RELATED TO THE READING ACHIEVEMENT OF THEIR RESPECTIVE STUDENTS
Order No. 7810527

ARCE, Aaron Hilario, Ed.D. University of Houston, 1978. 103pp. Chairperson: Dr. Wilford A. Weber

Purpose

This study examined the nature and extent of the relationship between teachers' expressed classroom management approach preferences and the academic achievement of their respective students.

Hypotheses

There is no statistically significant relationship between elementary teachers' authoritarian, behavior modification, "cookbook", group process, instructional, permissive, and socioemotional climate classroom management approach preferences and the mean grade equivalent reading achievement change scores of their students.

Design

This study was a correlational study in which a measure of classroom management approach preferences of a teacher was correlated with the mean reading achievement gain of his or her students. For purposes of this study the teachers' expressed preference for a classroom management approach was considered the independent variable. Change in reading achievement score was considered as the dependent variable.

As an operational measure of classroom management approach preferences, the Management Approach Preference Inventory (Weber and Cunningham, 1977) was administered to each of the teachers who constituted the sample of the study. Student achievement was assessed through use of the Iowa Tests of Basic Skills, Form 5.

Findings

There were no statistically significant relationships between elementary teachers' expressed classroom management approach preferences and the academic achievement of their respective students.

THE DEVELOPMENT OF CHILDREN'S SELECTED CONCEPTS OF THE READING PROCESS AND THEIR RELATIONSHIP TO PIAGETIAN THEORY Order No. 7902679

ATKINS, Richard Payne, Ph.D. University of Pittsburgh, 1978. 123pp.

The purposes of this study were an examination of the development of children's selected conceptions of the reading process and an attempt to explain this development within a Piagetian view of cognitive development. Ninety-three children, aged 3 through 8, were classified as being either nonreaders or readers. The children were presented with an interview protocol to assess their understanding of the reading process and then administered a series of Piagetian tasks (a measure of egocentric language and the Concept Assessment Kit--Conservation, Form A). An examination of both the interview protocols and the relationships between the development of the concept of reading and Piagetian theory produced several interesting results. The most important contribution of this study is the description of the developmental continuum of the conception of the reading process. The seven stages in this development each mark a significant step forward toward fulfilling the widely-claimed requirement of competence in this area as an important contribution to a child's readiness to learn to read. Another major contribution of this study is the investigation of the placement of the conception of the reading process within a broader theoretical context, specifically Piagetian theory of cognitive development. The argument for an indirect, process-oriented relationship between these two developmental continua was presented. This relationship has two important implications: (a) it supports the validity of investigating children's perceptions of subjects of either concern or usefulness to them in terms of their interests and their education through direct interviewing; and (b) it adds further support to the general applicability and comprehensiveness of a Piagetian approach to understanding children's thought processes. This study also found the following: (a) the nonreaders differ from the readers in terms of levels of conception; (b) one level of conception, Level 4, is the most accurate cut-off score for separating nonreaders from readers; (c) there is a positive relationship between the Piagetian measures and the levels of conception for the total sample; (d) there is a lower positive relationship between the Piagetian measures and the levels of conception for the nonreaders than for the total sample; (e) there is a lower positive relationship between the Piagetian measures and the levels of conception for the readers than for both the nonreaders and the total sample; (f) there is a statistically stronger relationship for the readers, as opposed to the nonreaders, between the levels of conception and the measure of egocentric language; and (g) there is a statistically stronger relationship for the nonreaders, as opposed to the readers, between the levels of conception and the conservation of two-dimensional space.

CHANGES IN SELF-CONCEPTS, DIVERGENT FLUENCY AND READING ACHIEVEMENT OF INTERMEDIATE GRADE PUPILS AS A RESULT OF SPECIFIC SELF-CONCEPT INTERVENTION STRATEGIES Order No. 7821113

BAGLEY, Connie M., Ed.D. Utah State University, 1977. 234pp. Major Professor: L. Gail Johnson

The materials prepared for this research study provided teachers a program to be implemented in their classrooms. They were a synthesization of several ideas from current human relations programs, multiple talent development, values clarification, self-awareness technique and problem solving decision making strategies. The materials focused upon the affective demension of the curriculum.

The study was conducted in two rural northern Utah school districts with 157 pupils in fourth grade, 295 pupils in fifth grade, and 208 pupils in sixth grade. Teachers included were eight in fourth, fifteen in fifth, and eleven in sixth grade. Total sample was 660 pupils with 34 teachers involved.

The four purposes of this study were: 1) to construct a guide containing self-concept strategies to be used as an intervention process in intermediate elementary grade classrooms, 2) to determine whether pupils who are taught these self-concept strategies improve their self-concepts, their divergent fluency and their reading achievement more than pupils who are not exposed to the strategies, 3) to discover whether there are relationships between teacher attitudes toward pupils and the self-concept and divergent fluency criterion variables, and 4) to determine the effectiveness of the intervention self-concept strategies.

Analysis of variance, covariance, and Multiple R statistical procedures were used to analyze data. The findings were:

1) that pupils' self-concepts in the fifth grade were improved as result of the treatment.

2) that pupils' self-concepts in the fourth and sixth grade indicated no significant differences, however, the total scores showed positive though slight gains.

3) that reading achievement of intermediate grade pupils was not improved as a result of the treatment.

4) that divergent fluency of intermediate grade pupils was improved as a result of the treatment.

5) that no relationship was found between the pupils' self-concepts, pupils' divergent fluency or their teachers' performance on the teacher attitude inventory.

The positive findings in the fifth grade indicated the treatment improved pupil self-concepts even though the findings were lost when total data for the three grades was computed.

The treatment affected pupils' divergent fluency positively, indicating pupils became more open-ended and were able to express themselves more freely without fear of censure. This is a desirable outcome because if a goal in education is to help

children think and make decisions, this type of treatment warrants further consideration. For years teachers have been told to be concerned about pupil self-concept but they have not been given explicit material to accomplish this task.

If such positive results were possible when 63 percent of the experimental teachers were authoritative and controlling type teachers, as measured by the teacher attitude instrument, then this affective treatment has value for educational programs.

It is also obvious that strategies of this nature can be taught in a classroom regardless of the teachers' attitude toward pupil behavior. Necessary, of course, is a teacher willing to implement this type of material.

LEARNING TO READ: A COMPARISON OF AN INDIVIDUALIZED READING PROGRAM AND A CONVENTIONAL READING APPROACH PROGRAM Order No. 7909517

BOLDT, Frederick Joseph, Ph.D. United States International University, 1977. 94pp. Chairman: Dr. Bernice Roberts

THE PROBLEM. The problem of the study was to determine whether there was a statistically significant difference between reading progress of elementary school children at the third grade level who received individualized instruction and third grade students who received instruction in a conventional classroom approach.

The importance of the study derives from the concept that throughout the United States, society has demanded literacy from every segment of its people. However, no one has yet discovered an infallible method by which every child learns to read well.

The research was intended to investigate the effectiveness of an individualized reading program on the reading achievement levels of third grade students who had participated in an individualized reading program and third grade students who had received reading instruction in a conventional classroom approach.

METHOD. All data were secured from male and female students, ages eight to ten years of age, from the third grades of two elementary schools in Southern California. The sample consisted of eighty-six students enrolled in the third grade at the experimental school and seventy-seven students enrolled in the third grade at the control school.

Hypothesis was as follows:

> There is no statistically significant relationship between the achievement scores of children who received individualized instruction and children who have experienced the conventional classroom approach.

A basic group pre-post test design was used for this study. The Wide Range Achievement Test Level 1 was administered twice. One set was administered at the beginning of the school year; the second set was administered at the end of the school year. Miller-Unruh Reading Specialists at the experimental school and the control school administered the Wide Range Achievement Test to their respective populations. The Cooperative Primary Reading Test was administered by each classroom teacher at the experimental school and the control school at the beginning of the school year.

The difference in the reading scores obtained from the Wide Range Achievement Test was calculated for each pupil and compared with this Cooperative Primary Reading Test.

The difference in the ranks of the changes of the two groups was analyzed for significance using the statistical technique of Rank Order Method of Correlation, and a $\bar{z}$ ratio computed to obtain the statistical significance of r.

RESULTS. Analysis of data resulted in no statistically significant difference between the individualized reading program and the conventional classroom reading approach. From the results obtained, the following conclusion was drawn. Although research pointed to an individualized reading program approach, and this experimental group showed consistently higher gains compared to the control group, the gains were not statistically significant. Until there is a better understanding of all variables, it was concluded that the most effective reading program cannot be determined.

A CASE STUDY ANALYSIS OF TEACHER CHANGE IN INDIVIDUALIZING A READING PROGRAM Order No. 7903228

BOOKER, Theresa Heard, Ph.D. Northwestern University, 1978. 248pp. Director: Wallace W. Douglas

This study is a descriptive analysis of changes in teachers' language arts perceptions and practices as they adopt an individually guided language arts program. The writer, in her role as observer-participant in a particular urban parochial school identified as Saints, describes and analyzes the roles of both system-wide programmed inservice training and local personalized inservice training.

The adapted individually guided curriculum model (IGE) includes a series of outcomes for staff and instructional development and assessment. A wide range of programmed materials, manuals, filmstrips, cassette tapes and films, direct a school to organize itself for team teaching, multi-age and ability student grouping and objective-based instruction. The purpose of this reorganization is to introduce or to strengthen the process of shared decision-making through identifying and analyzing the roles of individuals, particularly teachers, students and parents, in educational leadership and development. Using the IGE outcomes for staff and instructional development, a school can define, assume and assess staff and student roles.

The writer concludes that system-wide programmed inservice training through a series of specifically stated outcomes can change external teacher behaviors. She further concludes that additional assistance is needed to change internal teacher behavior. She bases these conclusions on her three year observations of Saints' faculty. She notes outward structural changes, including increased teacher involvement in curricular decisions, the emergence of objective-based instruction, the use of multiple materials and the development of heterogeneous student groups. She also comments on some teachers' resistance to heterogeneous grouping and to any fairly consistent departures from teacher authority, graded texts and standardized assessment. Some of the staff appears to comply outwardly to the form of individually guided instruction but to resist inwardly the substance of it, that is, individual sharing of educational development by staff, students and parents.

To encourage inner examination of, if not acceptance of, more substantive teacher change, the writer develops certain personalized inservice activities. First, teachers are encouraged to analyze their instructional perceptions and practices in language arts by responding to a series of statements about language learning (Language Surveys I and II.) Teachers are then asked to examine the consistency of their stated perceptions with their actual classroom practices. Both the Survey statements and the classroom practices (Observational Formats I and II) are categorized according to the degree to which they reflect traditional reading patterns--MAT (maximally traditional), MOT (moderately traditional) and MIT (minimally traditional.)

Finally, the writer presents an independent student reading activity as a model for change. This activity exemplifies a more appropriate fit between changing perceptions (particularly as reflected by Unit C teachers) and actual practices in language arts. The activity reflects the belief that an able reader is one who is continuously interacting with an author through a series of cognitive and affective reactions to several levels of questioning. Since the questioning is intended to foster divergent thinking, this activity offers an opportunity for the independent and innovative reader behaviors which should characterize an individualized reading program.

Willingness to provide within the classroom the opportunity for such student behaviors to occur represents a "substantive teacher change", that is, an observable shift in learning philosophy accompanied by an observable change in learning practice. Since the willingness for such provision occurred only after a series of personalized inservice activities, the writer concludes that personalized inservice activities are essential for substantive teacher change.

Whether as observer or participant, the writer attempts to maintain a nonjudgmental attitude toward teachers' perceptions and practices. This attitude reflects her belief that real and lasting teacher change can occur only if teachers change themselves. Such change is an individual process and as such occurs

in various ways, at different paces and levels. Personalized in-service training can facilitate but cannot precipitate this process of change.

A PROPOSED STATE PLAN FOR EXCELLENCE IN READING

Order No. 7900863

CUTLIP, Glen William, Ed.D. West Virginia University, 1978. 180pp.

The purpose of this project was to design a comprehensive state plan for the improvement of reading achievement. This innovative design was developed specifically for initiation by the West Virginia Department of Education. However, the design has applicability to any state education agency. Declining reading achievement scores, federal funding guidelines, and increased public demands for educational accountability precipitated the development of this design.

Comprehensive state planning provides a long range course of action, initiated by the state of education. A comprehensive plan designates a series of activities, roles, responsibilities, and time frames. In this instance, a comprehensive reading curriculum improvement program has been designed, which provides a tangible course of action for the educational organization levels in a state. This comprehensive reading curriculum improvement design was one of the first such plans developed in the country. National Right to Read provided materials and manuals which support the concept of comprehensive planning for reading improvement at the state education agency.

A survey of other state education agencies revealed no similar documents to be in existence. A few states had preliminary written plans while others were in the process of developing such documents. This demonstrated the importance of curriculum planning and at the same time a lack of such planning. A second section of the review of literature established the criteria which indicate effective school reading programs. These criteria provide the standards towards which the activities of the design are directed.

The design is a series of developmental tasks to be conducted by the different organizational levels of education in a state. These tasks cover the public school curriculum from preschool through secondary. Graphic organizational and implemental models were developed to describe the design. Design activities were based upon effective practices found in the literature and practical experience. Major topics of activities include:

1. Commitment
2. Planning
3. Staff development
4. Technical assistance
5. Advisory groups
6. Personnel
7. Parent-community involvement
8. Research and development
9. Dissemination
10. Building level curriculum development
11. Delivery systems

Design activities were accompanied by formative and summative evaluation strategies which allow for monitoring implementation and assessing final success. Formative evaluation measures included timelines. A norm-referenced evaluation design was developed for the summative evaluation of design success.

Total impact and success of the design for improving reading achievement will affect several areas. Expected and desirable outcomes were discussed in regard to students, personnel, programmatic, and community. Projected outcomes were derived from the criteria of excellence, descriptions of exemplary programs, and expectations of the author. Suggestions for further research were provided.

The design for the improvement of reading achievement constituted an endeavor into a method of curriculum development. Initial activities related to reading and the other basic communication skills. If the design proved successful in effecting reading achievement, the design could become a model for future program development in the other content areas as identified by a state needs assessment.

THE EFFECT OF LOCATING INFORMATION BY REREADING, REINSPECTION, AND UNDERLINING ON RETRIEVAL OF INFORMATION BOTH IMMEDIATE AND OVER TIME

Order No. 7906868

D'ANGELO, Karen Elaine, Ph.D. University of Maryland, 1978. 178pp. Supervisor: Robert M. Wilson

The purpose of this study was to examine the effect of location of information on comprehension performance. The study investigated the effect, both immediate and over time, of rereading, reinspection, and underlining of information to confirm answers to questions on the retrieval of that information.

Data were collected on an evaluation instrument (coefficient alpha = .78) consisting of 20 questions; 10 literal and 10 above-literal, formulated on content of two short selections.

Subjects were 68 fourth grade students who were judged by teachers to be reading on grade level and who scored between 4.0 G.E. and 6.5 G.E. on the comprehension subtest of the Iowa Tests of Basic Skills.

Eight examiners were trained in treatment administration and data collection procedures prior to the study. Subjects were randomly assigned to one of four experimental groups (Underlining, N=18; Reinspection, N=17; Rereading, N=17; Recall, N=16) and arbitrarily assigned to trained examiners who individually administered a practice selection and ten questions.

Procedures followed for all groups were initially similar. Students read the selection silently, returned the selection to the examiner, and answered questions orally. Examiners recorded verbatim responses. Two selections and 20 questions were administered to all students. The Recall group received no further treatment.

The Rereading group followed procedures similar to the Recall group. Students were then given the selection to read again to determine whether questions had been answered correctly and questions were readministered.

The Reinspection group also followed procedures similar to the Recall group. Students were then given the selection again and instructed to locate answers or clues to answer the questions, point to the answers and orally reread them to the examiner.

The Underlining group also followed procedures similar to the Recall group. Students were then given the selection again and instructed to locate and underline answers or clues to answer the same questions.

Raw scores were tabulated on literal and above-literal questions for each administration of the comprehension questions. Data also included time spent with selections.

Pearson Product-Moment Correlations were computed between retrieval and location of information. Analyses of covariance were computed with previous day's performance used as covariate.

Within the limitations of this study, the following conclusions were drawn from the findings:

1. There was a relationship between retrieval of information to answer literal and above-literal questions following silent reading and location of that information in a selection by rereading, reinspection and underlining.

2. Rereading increased literal but not above-literal comprehension performance over a time period of one day and one week.

3. Rereading was not effective in increasing total comprehension performance (literal and above-literal) over a time period of one day and one week.

4. Neither Reinspection nor Underlining was effective in increasing literal, above-literal or total comprehension performance over a time period of one day and one week.

Implications for theory were limited to a suggestion for further assessment of location of information as it relates to comprehension and memory.

Implications for practice were also limited but included the suggestion that teachers be encouraged to allow opportunities for students reading on grade level to reread material in its entirety for the purpose of locating information and storing it for later retrieval.

Implications for research included the following: further refinement of the research methodologies employed in this study; further research in the use of locate strategies by problem readers, and students in grades other than fourth; continued investigation into the types of strategies which facilitate

storage and retrieval of information from long term memory; and further research of an observational or descriptive type in which qualitative as well as quantitative factors are assessed.

ANALYSIS OF THE INTERACTION BETWEEN STUDENTS, TEACHERS, AND MATERIALS IN INTERMEDIATE GRADE READING CLASSES Order No. 7908134

DENTON, Drew Allen, Ph.D. The Ohio State University, 1978. 246pp. Adviser: Associate Professor Robert Bargar

The purpose of this study was to test the Annehurst Curriculum Classification System Model (ACCS) for the Study of Classroom Teachers. Descriptive in design, the research focused on the six independent variables identified by ACCS as existing for students and materials. These variables of experience, intelligence, motivation, emotional-personality, creativity, and sociability were compiled into profiles for students, materials, and events, and related to dependent variables of achievement, attitude towards teachers, attitudes toward learning processes, attitudes toward reading, and time on task. In addition, the Observational System of Interaction Analysis was utilized to examine the effect of classroom interaction on the dependent variables. Some of the basic findings of this descriptive study were that teachers used a limited set of profiles to describe students, materials were consistently low in five of the six variables considered, interaction between teachers and students varied between group and individual lessons, instructional event profiles are similar to material profiles, there is a moderate relationship between student profiles and the dependent variables, there is a mild relationship between student-material match scores and the dependent variables, and there is a moderate relationship between student-event match scores and the dependent variables. In general, the research indicated that the ACCS model for the study of teaching is a useful device for research purposes in education. Although refinement is still required for the variables of the model, it has been shown that research can be conducted and data assessed from the constructs of the model.

EFFECTS OF SEX-BIASED INSTRUCTIONAL MATERIALS IN CAREER EDUCATION ON ATTITUDE TRANSMISSION, DEGREE OF RECALL, AND TENTATIVE CAREER CHOICES FOR FOURTH AND EIGHTH-GRADERS Order No. 7908493

FRANZONI, Janet Brenner, Ph.D. Georgia State University - College of Education, 1978. 155pp.

Purpose

This study examined three major issues related to the effects of sex-biased reading materials on the development of career aspirations in young children. This study sought to investigate a) whether sex-biased information is transmitted following a single exposure to sex-biased reading materials, b) whether recall of information about occupational descriptions is sensitive to the sex-role models depicted in the instructional materials, and c) whether tentative occupational choices are constrained by perceived sex-appropriateness of occupational role. The varying effects of sex, grade, intelligence, and mother's employment were also considered.

Methods and Procedures

Four-hundred seventeen public school students (217 8th-graders; 200 4th-graders) participated in the experiment. Subjects included approximately equal numbers of males and females. Materials were designed by the experimenter. Subjects read stories about six relatively unfamiliar occupations arranged in identical sequence within booklets. Group I read stories depicting males in odd-numbered occupations and females in even-numbered occupations. Group II read stories depicting females in odd-numbered occupations and males in even-numbered occupations. Group III (Controls) read first-person narratives associated with all six occupations. After exposure to experimental materials, subjects were asked to designate first, second, and third tentative occupational choices among the six occupations. Subjects were then asked to write as many facts as they recalled about each of the six occupations. Dependent variables included utilization of feminine pronoun in demonstrating recall of information associated with odd (even)-numbered occupations; total number of odd (even)-numbered occupational selections; and recall-ratio scores for odd (even)-numbered occupations.

Results

Analysis of variance techniques and Scheffe's procedure for a posteriori comparisons of means were utilized in data analyses. Results yielded support for hypotheses relating to the transmission of sex-typed information through a single exposure to sex-biased reading materials. Hypotheses relating to the effects of the sex variable on recall of information were not supported. Findings associated with the effects of the sex variable on tentative occupational choices were inconsistent. Males appeared to be unaffected by sex-biased job descriptions when data were analyzed in combined format. When each of the six jobs was subjected to statistical analysis, however, males were shown to react differentially to sex-typed information in relation to certain jobs. Females' reactions to sex-typed information contained in job descriptions were more clearly discernible. Females reacted favorably when females were depicted in job descriptions and unfavorably when males were depicted in job descriptions despite what might be construed as inherent job appeal, as suggested by responses of the Control Group to the job description presented in a neutral format. The varying effects of grade and intellectual level on sex-appropriate occupational choices were not significant. Mother's employment demonstrated a marginal effect on females' occupational selections.

Conclusions

This study provided evidence for the transmission of sex-biased information through reading experiences. Data indicated that the relationship between sex-biased information and tentative occupational choices differs for males and females. For males, it appears that sex-biased information enhances or confirms previously-held notions. For females, it appears that sex-biased information heightens or reduces inherent job appeal. The implications for career educators are obvious.

PARTICIPATION OF CLASSROOM AIDES IN READING PROGRAMS OF PRIMARY STUDENTS FROM NONDISADVANTAGED AND DISADVANTAGED SCHOOLS

FRENCH, Charlotte Bleecker, Ed.D. University of Southern California, 1979. Chairman: Professor Leslie Wilbur

Problem. The study was concerned with an analysis of activities of paid aides in primary reading programs of nondisadvantaged and disadvantaged schools, emphasizing the relationship of time spent in these activities to mean classroom reading scores.

Procedures. Fifteen second and third grade classrooms were selected in each category of nondisadvantaged and disadvantaged schools, utilizing the table of random numbers. Aides were initially observed for a three-hour period in the morning, with activities and group-size interactions recorded every 60 seconds. For the 12 classrooms in each category where aides were involved in reading, a second set of observations was made utilizing an instrument based on definitions of instructional moves developed by the Far West Laboratory for Educational Development. Reading group sizes and organizational patterns within which aides functioned were also recorded. Relationship of aide activity time to mean classroom reading scores was established by the Pearson Product Moment formula.

Selected Findings. Aides in nondisadvantaged schools, spending 42-46 mean minutes a morning interacting with students in reading, gave 6.6 mean minutes to instructional behaviors relating to academic questions, 12.3 mean minutes to observation of children in reading or reading related activities, and 8.6 mean minutes to directions or goal setting. Aides in

disadvantaged schools spending 55–60 mean minutes in reading interactions with students during a three-hour period in the morning gave 13.4 mean minutes to reading instructional behaviors relating to academic questions, 12.8 mean minutes to observation of children in reading or reading related activities, and 10.3 mean minutes to directions or goal setting. Time spent in academic feedback by aides from nondisadvantaged schools was 4.1 mean minutes; 7.7 mean minutes by aides from disadvantaged schools. Positive feedback in reading was observed less than .5 mean minutes in both categories. Aides from nondisadvantaged schools gave 1.2 mean minutes of negative feedback to students; 5.8 mean minutes by aides from disadvantaged schools. Relationship of aide instructional behaviors to student scores fell below .60 with the exception of a .65 coefficient relating to academic questions in nondisadvantaged schools. The most common reading organizational pattern observed was the reading circle where students read orally and participated in other instructional activities with aides. Correlation coefficients for reading circles and student reading achievement were –.39 for nondisadvantaged schools; .61 for disadvantaged schools. In a comparison of aide time spent with various reading group sizes in the two categories, aides from disadvantaged areas gave nearly twice the time to one-to-one interaction with students (41.3 mean minutes), and over twice the time to student groups of 2-5 (19.3 mean minutes). Relationship of one-to-one student-aide interactions in reading to student reading scores in nondisadvantaged schools was .79; in disadvantaged schools, .36.

Selected Conclusions. (1) Socioeconomic level of school affects time and type of aide participation in the reading program. (2) A substantial portion of aide time spent in the reading programs of nondisadvantaged and disadvantaged schools is given to student instruction. (3) The aide instructional behavior of academic question may be a successful technique for improving reading in nondisadvantaged schools. (4) Over four times more negative feedback during reading is given by aides from disadvantaged areas. (5) Reading circles led by aides have a positive effect on reading performance of students from disadvantaged schools. (6) Participation of aides from nondisadvantaged schools in one-to-one reading interactions with students appears to be beneficial.

Selected Recommendations. (1) Investigation into aide participation should continue with larger samples observed. (2) Subsequent research should recognize differences in aide performance in nondisadvantaged and disadvantaged schools. (3) Subsequent research should emphasize investigation of the instructional role of reading aides.

SOCIAL ORGANIZATION FOR READING IN ONE ELEMENTARY SCHOOL

Order No. 7912571

HART, Slyvia, Ph.D. University of Oregon, 1978. 289pp. Adviser: Harry F. Wolcott

The topic of the dissertation is social organization for Reading in one elementary school. The broad considerations behind this topic are whether U.S. schools "reflect" society in the sense of preparing students to perpetuate it and whether U.S. schools "educate" students in the sense of developing consciousness. The data and construct presented contribute to an understanding of the social organization relevant to more specific education issues, especially the reasons for many students' "failure" to learn reading.

The empirical basis is one semester I spent regularly attending one elementary school. The anthropological approach in this setting was participant observation; my adaptation of this approach was to observe many school events, tutor individuals, and help teachers with classes. These activities allowed me to document and interpret the particular form of social organization in that school and its relevance to many social and cultural facets of the formal subject Reading, especially formal content of Reading and individuals' characteristics in performing Reading tasks.

Social organization for the total academic program at one elementary school is based in four dimensions: grade (and its subgroup, homeroom class), ability-level, subject, and back-to-back schedule. The dimensions are socially defined and used to create classes of students. The classes thus formed have characteristics influenced by the ways in which the dimensions are recognized. A hypothetical case of one student's academic day at the school shows how students form classes which differ by grade and homeroom class membership and ability-level designation of students, by subject they study, and by period in the school's schedule.

As one school subject for which there are classes, Reading is one part of the total academic program. Students actively engage in the social organization for Reading, implicitly understanding as well as explicitly discussing factors it involves. Their Reading classes differ from one another in aims, materials and tasks, and atmospheres, as illustrated by descriptions of two Reading sessions.

The social organization for Reading is based on the same dimensions as is the total academic program. Characteristics of Reading classes (in terms of their aims, materials and tasks, and atmospheres) vary according to the ways in which the dimensions are recognized to form the classes. For instance, classes of high ability-level students have less "structured" atmospheres than classes of low ability-level students have.

Certain academic features of individuals are important in carrying out Reading activities. These features are ability, style, taste in Reading substance, and taste in Reading situation. In general, the features are not recognized in the social organization, i.e., students are not united or separated in classes according to their distinctions in the features. The feature ability is exceptional; social organization does operate on the basis of distinctions in ability to do Reading activities. Thus, in enacting social organization, students do not act with regard to individual academic features except insofar as the social organization recognizes ability.

One logical implication of the associations between the dimensions of social organization and other aspects of Reading is that by changing such dimensions we can alter Reading environments. Thus we can emphasize students' academic variations, the content of literature, or other facets of Reading situations.

FIRST GRADE READING ACHIEVEMENT: THE RELATIVE EFFECTS OF AFFECTIVE AND PERCEPTUAL TRAINING

Order No. 7902501

HERRON, Alberta Haynes, Ph.D. George Peabody College for Teachers, 1978. 83pp. Major Professor: Kenneth Anchor

This study was designed to explore the influence of affective training on first grade reading achievement when combined with perceptual training. In addition, the importance of teacher praise and criticism to reading achievement was assessed. A Human Development Program was utilized for classroom affective training and perceptual training involved systematic classroom instruction in the visual and auditory modalities. Results obtained from multiple regression analysis and canonical correlation indicated affective training contributed very little to the prediction of reading achievement. Furthermore, the influence of teacher praise and criticism in the combined affective and perceptual training treatment group did not differ significantly from the influence of teacher praise and criticism in the perceptual only training treatment group. These findings suggest that the selection and implementation of an affective training program must be undertaken with precaution, especially controlling for teacher and pupil differences.

THE EFFECT OF A STUDY METHOD ON ACHIEVEMENT IN FOURTH GRADE

Order No. 7906957

HESSLER, Phyllis J., Ed.D. Ball State University, 1978. 118pp. Adviser: Dr. Donavon D. Lumpkin

The purpose of this study was to investigate the effect of instruction and use of a study method on scores achieved by students in fourth grade compared with scores achieved by students in fourth grade who had not practiced that study method.

A total of eighty-three students participated in the study. The subjects were members of four intact fourth grade classes in two separate buildings in a school system in northern Indiana. One intact class in each building was considered to be the comparison group and the other served as the experimental group. There were forty students in the comparison group and forty-three students in the experimental group. Membership in an intact class assigned to a specific teacher was the basis for assignment to the comparison group or to the experimental group. Classes were assigned to the comparison group or to the experimental group on a random basis.

A rank was assigned to each student by the classroom teacher on the basis of individual academic performance and capability. Students were ranked in the upper third, middle third or lower third of the class.

Four instruments were devised and administered in a counterbalanced pattern. Each student in the study responded to all four instruments through repeated measurements. The instruments were administered at the beginning of the study and at intervals of fourteen school days thereafter. Experimental teachers were provided instruction in the SQ3R Study Method in an inservice presentation prior to the beginning of the study. Following administration of the first measurement, the SQ3R Study Method was initiated with the experimental group. The comparison group did not receive instruction in that method. After fourteen school days, the second measurement was taken and treatment was suspended for fourteen school days. At the end of that period the third measurement was taken and the SQ3R Study Method treatment was resumed with the experimental group. The final measurement was administered on the forty-second school day.

A repeated measures analysis of variance was the statistical treatment applied showing the independent variable sex not to be a factor significantly contributing to differences among scores. A multivariate analysis of variance was applied to independent variables: membership in the experimental or comparison group; student rankings in the upper, middle or lower third of the classroom; and attendance at one of the schools participating in the study.

The findings of this study suggest that fourth grade students can profit from instruction in the SQ3R Study Method. The experimental group demonstrated evidence of regular increase in mean scores achieved to a statistically significant degree, but the comparison group did not.

READING COMPREHENSION INSTRUCTION IN THE FOURTH GRADE: A TALE OF THREE METHODS

Order No. 7913486

HODGES, Carol Ann, Ph.D. University of Illinois at Urbana-Champaign, 1978. 311pp.

This descriptive study was carried out in order to provide reading researchers and teacher educators with a systematic documentation of the ways in which fourth grade teachers are currently trying to help children understand what they are reading. It was assumed that reading researchers and teacher educators who are trying to improve our understanding of reading comprehension instruction in the schools might better accomplish their task with a knowledge of those variables which teachers believe are important in teaching reading comprehension.

The first major question was: What approaches (including time, instructional activities, materials, and classroom organization) do fourth grade teachers in public elementary schools use to help children understand what they read in formal reading and social studies or science instruction? The second major question was: What are the teachers' concepts of comprehension, including their definition of comprehension, their sources of information about comprehension, and their assessment of it in their classrooms.

Data were gathered through especially designed surveys, interviews and observations. The volunteer sample of forty-four included male and female, new and experienced, urban and rural east-central Illinois teachers, all of whom taught reading and either social studies or science in their fourth grade classrooms. When all data were collected, the information was analyzed separately and then compared and contrasted. Data were presented both in quantitative and qualitative manners. Four short case studies were included.

The data obtained from this study illustrate that while teachers valued reading as a subject matter, the majority of them were uncertain about the role of comprehension and comprehension instruction in their reading and content area programs. Further the data show that the commercial materials upon which the teachers depend for the majority of their instruction tend to approach comprehension from the point of view of a series of skills to be mastered separately, in contrast to current research which suggests that comprehension is a multidimensional process involving the holistic cognitive processing of language.

One common theme which ran through the results was the fact that many teachers simply lack knowledge regarding comprehension and its instruction. Another theme common to the results was that teachers feel there is not enough time to teach in any way other than the one they were currently using, even if they were aware that there were other instructional methods available.

It appears that the task ahead for reading researchers and teacher educators entails the dissemination of both current and future research findings about reading comprehension in ways that illustrate to teachers that they are both effective and efficient.

It was suggested that reading courses provide more instruction regarding the multiple factors which influence comprehension, the practice of asking questions, the development of reading/study skills to enable children to learn effectively, and diagnostic teaching. The suggestion was advanced that teacher educators and school districts jointly sponsor graduate reading courses and inservice workshops and that they investigate new educational teaching experiences such as the use of consultant colleagues to improve the quality of present teachers. Educational researchers were advised to communicate with teachers by building bridges between what the teacher knows and what new research has to offer. It was further recommended that researchers attempt to illustrate the efficiency of their procedures in terms of time saved and to illustrate the ability of their new practices to mirror actual behavior. Finally researchers were urged to join with basal publishers in the dissemination of new research through basal readers.

WORD IDENTIFICATION AND COMPREHENSION IN LEARNING TO READ

HUGHES, Margaret Ann, Ph.D. University of Toronto (Canada), 1977

The study explores instructional issues arising from differing theoretical positions on the respective roles of comprehension and word identification in learning to read. Some theorists (Chall, 1967; Perfetti & Hogaboam, 1975; Samuels, 1976; Shankweiler & Liberman, 1972) suggest that learning to identify isolated words accurately and automatically is a necessary prerequisite to reading for meaning. Others, (Goodman, 1969, 1970; Ryan & Semmel, 1969; Smith, 1971, 1973, 1975) argue that such teaching may be detrimental or irrelevant to the reading process, and that instructional time could be better spent on teaching children to use contextual cues available in connected text in order to make sense of whole passages. The major areas of investigation, therefore, pertain to: -

1. the facilitative effect, if any, on children's reading comprehension, of studying unfamiliar sight words prior to meeting those words in a story context. Two methods of presenting the unfamiliar words were: -

   (a) in isolation, and
   (b) in a sentence context;

2. whether it enhances comprehension more to derive the meanings of unfamiliar sight words through the use of contextual cues than to be taught the unfamiliar words directly;

3. the interaction of prior reading ability with the different instructional treatments.

Subjects were 140 second grade students attending three schools. The following treatments were randomly ordered and assigned to the subjects as they entered the experimental environment: Words in Isolation, in which unfamiliar sight words were studied in isolation; Words in Sentence Context, in which the same words were studied in sentence context; Context Strategy, in which a modified cloze procedure was utilized to teach the use of context cues in connected text; Control, in which Attribute Blocks were used for irrelevant classification tasks.

The major criterion variable was comprehension of a story which contained the words taught to the two word-study groups. Additional criteria measures, used only in comparisons between the two word-study groups, were efficiency of initial learning of words, as measured by number of trials to criterion, and word identification in a story context.

The data were analysed by applying a general linear model in which, for each research question, a full model representing the research hypothesis and a restricted model representing the null hypothesis were generated. The difference between the squared multiple-correlation coefficient (R^2) for the full and the restricted models was subjected to a significance test.

The main finding of this study is that as the treatments reflect increasing use of language context, they are more effective in facilitating both comprehension of connected text and learning new sight words. Moreover, this is especially the case for lower ability readers.

These results tend to support a language-context, meaning emphasis rather than a word identification emphasis in beginning reading instruction.

STUDENT ON-TASK BEHAVIOR DURING SECOND GRADE READING GROUP MEETINGS Order No. 7903913

HUNTER, Dianne Lulie, Ph.D. University of Missouri – Columbia, 1978. 129pp. Supervisor: Dr. Peter Hasselriis

The problem addressed in this study was finding answers to the question "What happens when teachers teach reading and students learn how to read?" Seven second grade classes from three elementary schools in a midwestern community constituted the student and teacher samples. Teacher processes, either teacher behaviors or teacher regulated occurrences, and student on-task behavior during reading group meetings were coded by trained observers and relationships among those teacher processes and student on-task behavior during second grade reading group meetings were tested with biserial correlations. Also, class achievement in reading, ability group membership (high, middle, or low), and observation visits were considered sources in an analysis of variance in student on-task behavior. Class achievement in reading was measured with the Gates-MacGinitie Reading Tests, Primary B, Forms 1 and 2 prior to the classroom observation period and following classroom observations and the Heathington Primary Attitude Scale was administered along with the achievement measure. Student attitudes toward different aspects of organized reading in the classroom were regarded as descriptors of the sample.

The results indicated that teacher use of positive alerting cues and session duration correlated significantly and negatively with student on-task behavior during reading group meetings. The findings did not indicate significant relationships among teachers' use of negative alerting cues, accountability, call-to-start interval duration, per cent of the class at their seats, interruptions and student on-task behavior. Student ability group membership and the interaction of student ability group membership and class achievement designation were found to be significant sources of variance in student on-task behavior during reading group meetings.

According to the results obtained in this study, students in reading groups in second grades are less likely to be involved in the reading group lesson as the duration of group meetings increases. Students are also less likely to be involved in the lesson when teacher's questions are focused on the group. Finally, student attention to the task in reading group lessons does vary according to the achievement level of the class and student ability group membership. Students who are in classes with low achievement in reading and who are also members of low ability groups are likely to be less attentive than high and middle ability group members who are in high achievement classes. Out of all possible pairings of the characteristics of high or low achievement with high, middle, or low ability group membership, students whose ability group membership is high and whose class achievement in reading level is low are likely to be the most involved in the lessons of the reading group.

DEVELOPMENT OF LINGUISTIC AWARENESS OF PHONEMIC SEGMENTS AND THE ACQUISITION OF READING OF FIRST GRADE AND KINDERGARTEN CHILDREN Order No. 7910815

JONES, Noel Kern, Ph.D. Cornell University, 1979. 327pp.

Research indicates a strong relationship between young children's abilities to analyze syllables into smaller units and success in learning to read. Gradual emergence of ability to access sub-syllabic segments might be attributed to incomplete phonological development of some school-age children, or alternatively, to lack of awareness of segments in underlying representations of utterances. This study addresses three questions: 1) To what extent do phoneme-size segments comprise the underlying representations of words for 5- to 7-year-old? 2) To what extent are children aware of segments in their mental representations of words? 3) Are children's segments as abstract as adult morphophonemes?

From a total of 105 children, three first grade groups and two kindergarten groups are identified, and the ability of children in these groups to perform language tasks requiring access to sub-syllabic segments is assessed. High group first graders show convincingly that they have access to adult-equivalent segments in their mental representations of words. Evidence from other groups is inconclusive, with little supporting evidence from low-group children at either grade.

Patterns of responses to additional language tasks are analyzed by comparing the performance of these groups a) on the number of errors produced, b) on types of errors produced, c) to the distribution of categories of items on the task, and d) to predictions flowing from three theoretical positions: Position I (the generative position)--children's segments are equivalent to adults' if their speech resembles adult speech; Position II--children have phonetic segments which are limited in abstractness, e.g., the /p/ in [p^hIn] and [spIn] are represented as discrete segments; Position III--some school-age children represent words in larger-than-phoneme units. The following conclusions are reached:

Evidence from a delayed word repetition task suggests that phoneme-size segments play an important role in the mental representations of children in all groups: the majority of errors produced are phoneme-size units; and phonological variables do not account for differences between groups in numbers of errors produced. Evidence is not conclusive, however, that low-group kindergarteners represent words in segments exclusively of this size.

Awareness of segments emerges gradually. Children first respond to acoustic cues and have limited ability to associate these with specific points in words. As they become aware of segments in successively more difficult word positions, they make identifications on the basis of incomplete feature sets. Awareness of segments is difficult for children because features may be incompletely specified; for example, stops in some word positions may not be marked for voicing.

Children's segments are abstract "generative" segments capable of converting to two or more different surface forms, sometimes systematically (as for adults), but sometimes randomly. Evidence comes from successive, differing pronunciations of the same word on the word repetition task, and from a morpheme separation task: on at least some items, all first graders correctly change the phonetic form of a segment and supply an appropriate meaning for the component morpheme--e.g., pants without the [s] is "[paent] like in panty-hose."

Position II is rejected. The generative position (Position I) is accepted, with the qualification that evidence is not conclusive for lowest-performing children; thus Position III cannot be discounted for those children. However, acceptance of the generative position does not equal a claim of complete phono-

logical development. Young, school-age children differ from adults in the amount of information stored about segments in certain word positions.

Implications for reading instruction are: success in decoding depends on awareness of segments; instruction emphasizing decoding should be delayed until children demonstrate such awareness; awareness of segments emerges gradually, dependent upon language learning and perhaps conceptual development; and much language manipulation experience may be needed before children can succeed in identifying phonemic segments.

THE DEVELOPMENT, IMPLEMENTATION, AND ASSESSMENT OF A MODEL TO IMPROVE THE READING SCORES OF FIFTH GRADERS IN AN URBAN ELEMENTARY SCHOOL

Order No. 7902706

JONES, Rachel Virginia Woods, Ph.D. University of Pittsburgh, 1978. 162pp.

Wide attention has been given to the lack of reading achievement among elementary pupils who attend schools in urban areas. Numerous articles have appeared in the educational literature attesting to the poor reading achievement of urban elementary pupils.

The literature has yielded the following conditions as some of the factors affecting the reading achievement of urban pupils: social and economic factors, Coleman (1966), dialectical problems, Goodman and Buck, (1973), poor health and poor physical conditions, Miller (1974), and intelligence, Samuels and Dahl (1973). Yet the literature, Deutsch (1963), Hentoff (1977), Weber (1971), Barnard and Hetzel (1976), has suggested that the organization of the elementary school and the leadership of the building principal were the major factors in improving the reading levels of urban pupils.

It is the contention of the writer that in elementary schools where most pupils are reading below grade level, strong leadership, high expectations, strong emphasis on reading and ongoing evaluations are the essential principal characteristics which can affect positive changes in reading. These important principal qualities can be articulated through the implementation of a reading process which is in the best interest of the pupils in the school, flexibility in the school organization to support the instructional program, motivating students to be self-actualized so that they can be successful in reading and provide teachers with experience to inspire them to be the best.

This study dealt specifically with the effects principal strategies had on improving the reading achievement of fifth grade pupils in an urban elementary school. The data for this study consisted of (1) modifying the master schedule to increase the formal reading instructional periods from six (6) forty minute periods each week to nine (9) to influence reading improvement; (2) Sustained Silent Reading to establish interest in and a positive attitude toward reading; (3) planned meetings with reading and content area teachers to help each pupil develop the ability to think in a reading situation and to be able to relate the meanings of the words on the printed page to the particular material being read; (4) utilizing the librarian to provide a well-rounded instructional program in reading emphasizing comprehension and dictionary skills; (5) ethnographic observations of teacher/pupil behaviors using an informal check-list of teacher classroom behaviors, climate and instructional procedures; (6) informal principal/pupil interactions to strengthen the pupils' proficiency in reading through special activities; (7) a means of involving parents in an effective way to supplement the teaching of the classroom teachers in an effort to raise the reading levels; and (8) an assessment of the pre and post-test reading scores to provide a measure of reading achievement of fifty-seven fifth graders.

In conclusion, this study was the initial effort to assess the impact of a principal-centered reading process upon the reading achievement of pupils. The results indicate that providing pupils with more reading time, in-service training in reading; parent involvement; strong leadership of the principal; can fashion an effective teaching staff and instructional program.

AN INVESTIGATION OF THE EFFECTS OF PRACTICE UPON THE COMPREHENSION RECALL AND LOCATE SKILLS OF FOURTH AND FIFTH GRADE CHILDREN

Order No. 7900903

KEENEY, June Marie, Ph.D. University of Maryland, 1978. 145pp. Supervisor: Dr. Dorothy D. Sullivan

The purpose of this study was to determine the effect of practice given to fourth and fifth grade students working on fifth grade instructional level when teachers in regular classroom settings utilized guided reading lessons centered around basal or content-area selections to teach locate skills to find or verify answers to literal and above-literal questions posed after silent reading of a given selection. Data obtained from the Recall-Locate Test[1], given as a pretest, and Recall-Locate Test[2], given as a posttest, were used to evaluate the effects of 2, 4, 6 or 8 weeks of practice upon the comprehension performance of fourth and fifth grade students.

The Recall-Locate Tests contained two passages for silent reading followed by five literal and five above-literal questions which were answered by recalling pertinent information from the passages. The questions posed a second time were answerable by locating or verifying the answers found within the passages. Questions were checked for reliability, passage dependency and criterion validity.

The study included 150 fourth and fifth grade students who scored 70 percent or better on Section G (5.0) of the Botel Word Opposites Test and fell within the range of 50 – 85 percent on the locate portion of the pretest (Recall-Locate Test[1]). Students participating in the study were assigned randomly by school to one of five treatment or control groups with thirty students to a group. One school had sufficient students to warrant two groups; therefore, treatment groups were determined by flip of a coin.

Teachers of the students from the four elementary schools in Dover Area School District, Dover, York County, Pennsylvania, participated in a 40-minute training session in which the treatment procedures were outlined. Treatment three times a week involved the teaching of a guided reading lesson in basal reading material or other content-area materials. After the silent reading of a selection, the teacher posed equal numbers of literal and above-literal questions to the students in the study. The students, being encouraged to recall, initially from memory, the answers to the questions, were allowed to refer to the passages to read the answers verbatim or to paraphrase the answers. Periods of treatment were 2, 4, 6, or 8 weeks in length.

The posttest was administered to all students individually by assistants trained in the testing procedures immediately before the testing situations.

Data analysis included a one-tailed t-test to determine the mean score differences of recall and locate on the pretest and on the posttest. Using the subprogram oneway Anova to determine the effect of practice or no practice when using the locate technique to find or verify answers to recall questions after silent reading of passages in basal or content-area materials, analysis of mean scores suggested that varying the amounts of practice did not have significant effect on recall or locate scores on the posttest. However, the quartic contrast of recall performance in the trend analysis was significant at the .05 level of confidence on the posttest. Serendipital findings reveal a high correlation between literal and above-literal questions in the posttest locate situation.

The main implication for theory and practice to emerge from the data in this study is that students need to justify the positions they maintain by supporting those positions with appropriate responses based upon their reading.

Implications for research suggested by this study indicate the following: (1) investigations to broaden the generalizability of the study to include children operating at other instructional levels; (2) investigations to determine the effects of locate strategies on comprehension related to long term memory; (3) investigations to determine the length of time necessary for the student operating on grade level to internalize the locate strategy; and (4) investigations into the processes used by efficient readers as they learn, practice, refine, and apply strategies to improve reading comprehension.

EFFECTS OF KOHLBERG'S COGNITIVE DEVELOPMENTAL APPROACH TO MORAL EDUCATION ON DEVELOPMENT OF LITERAL AND INFERENTIAL COMPREHENSION

Order No. 7907817

KENNON, Cassandra Kay Harmon, Ed.D. Auburn University, 1978. 159pp. Director: Ronald G. Noland

The purpose of the study was to investigate the effectiveness of Kohlberg's Cognitive Developmental Approach to Moral Education on the development of literal and inferential comprehension in reading in sixth grade students.

The entire sixth-grade population of 87 students in three intact classes of 29 students each in a southern elementary school participated in the study. These three classes were randomly assigned to a Treatment group, Comparison I group, or Comparison II group. All groups continued to participate in the traditional reading lessons. The Treatment group participated in small group and large group discussion of moral dilemmas found in the reading material. The teacher asked probe and redirection questions as the students presented different justifications for various resolutions of the dilemmas. Comparison I group participated in a Directed Reading Activity which did not involve discussions of moral dilemmas. Comparison II group, the Treatment group and Comparison I group continued to work with the traditional reading lessons.

Pretests using the Stanford Diagnostic Reading Test, Form A, Literal and Inferential subtests were administered to the three groups prior to the study, and posttests using the Stanford Diagnostic Reading Test, Form B, Literal and Inferential subtests were administered following completion of the program. This process resulted in an intact nonequivalent pretest-posttest quasi-experimental design. Null hypotheses were tested by applying analysis of covariance to the design with pretests serving as a covariate.

The adjusted posttest means of the inferential subtest scores of the Treatment group and the two Comparison groups differed significantly for the different levels of sex and race and for the different combinations of race and sex. Results of a Scheffe' test indicated that white females in the Treatment group increased significantly over white females in the Comparison II group. White males in the Comparison II group showed a significant increase over white males in the Comparison I group.

The adjusted posttest means of literal and inferential subtest scores did not differ significantly for the Treatment group and the two Comparison groups. The adjusted posttest means of literal and inferential subtest scores for blacks and whites did not differ significantly, nor did the adjusted posttest means of literal and inferential subtest scores for males and females. The adjusted posttest means of the literal subtest scores for the Treatment group and the two Comparison groups did not differ significantly for the different levels of sex or race or for the different combinations of race and sex.

THE EFFECTS OF UNINTERRUPTED SUSTAINED SILENT READING ON THE ATTITUDES OF STUDENTS TOWARD READING AND THEIR ACHIEVEMENT IN READING

Order No. 7900160

LANGFORD, Judith Cowart, Ed.D. Auburn University, 1978. 189pp. Director: Elizabeth Allen

Two hundred and fifty fifth and sixth grade students in eleven classes were pretested on three measures of reading attitude to determine their attitudes about reading. The scales used were the Heathington Intermediate Attitude Scale, the Estes Attitude Scale and A Scale of Reading Attitude Based on Behavior. These students were also pretested on the Slosson Oral Reading Test to determine their achievement in reading. Background information was also obtained on each student to be used to determine what impact race, grade, sex, IQ, socioeconomic status and age had on the achievement and attitude of students toward reading.

Six of the classrooms engaged in Uninterrupted Sustained Silent Reading for a period of six months. Subsequently, all students were post-tested on the same instruments. The groups that engaged in USSR did not differ significantly at the .05 level in their attitudes toward reading, as measured by the Heathington Intermediate Attitude Scale or the Estes Attitude Scale. The USSR groups did differ significantly at the .05 level from the control groups in the attitudes toward reading as reflected by their behavior and measured by A Scale of Reading Attitude Based on Behavior. The USSR groups were found to have a more positive attitude toward reading, following the implementation of USSR in their classrooms. The USSR groups were also significantly different at the .05 level in their reading achievement as compared to the control groups. The USSR groups reading achievement increased by eight months as compared to an increase of five months for the control groups.

In further breakdown of the data, the factors of race, sex, socioeconomic status, IQ, age and grade were studied. It was found that white students have a more positive attitude toward reading, whether they engaged in USSR or not. Females also exhibited a more positive attitude toward reading than did males, in both USSR groups and control groups.

In the area of achievement in reading, black students who engaged in USSR increased their scores significantly. The black students had a 7 month increase in reading achievement while white students had a 2 month increase.

The other factors of age, grade, socioeconomic status and IQ did not affect the results of the study.

SELECTED PARENT-TEACHER FACTORS THAT INFLUENCE READING IN THE KINDERGARTEN

Order No. 7909443

LARSON, Martha Lelia, Ph.D. The University of Arizona, 1978. 265pp. Director: Milo K. Blecha

In this research, the views and notions held by parents of kindergarten children and kindergarten teachers as well as actual kindergarten instruction were investigated in order to describe selected factors that presently influence kindergarten instruction related to reading. Thirteen research questions addressed: (1) who should make the decisions about initiating reading instruction, (2) what notions are held regarding instructional practices, (3) what print media sources are deemed most useful, (4) which type of article has reading preference, and (5) what reading or reading-related instruction is typical in kindergartens observed?

Multiple data collection strategies were used in gathering information about 112 parents, 19 kindergarten teachers and seven private schools, in Huntsville, Alabama. All subjects completed a 26 item questionnaire, developed after two pilot studies; 15 parents and 15 teachers were interviewed, using a four-part interview guide containing structured and unstructured questions; and instruction was observed in nine classrooms and noted on the "Check List for Kindergarten Learning Environment," an instrument representing Three Strands of a language experience approach.

Quantitative analysis for questionnaires included frequencies, means, standard deviations and chi-square, used to determine significant differences between parents' and teachers' responses; and for observations included means, total means and rankings. Classification was employed in the qualitative analysis of interview responses.

Detailed findings from questionnaires, interviews and classroom observations are reported in 51 tables and six figures. Chi-square analysis revealed significant differences between parents' and teachers' responses to seven questionnaire items (rejected at .05 level). Data from questionnaires and interviews suggest:

1. Most parents want teachers to make decisions about initiating reading instruction, but a large group advocated parent-teacher cooperation. Teachers, on the other hand, assigned these responsibilities to teachers, professional educators and researchers. Both groups recognized children's readiness and maturity as key factors in instructional decisions.
2. On instructional practices, parents and teachers shared these views--reading activities should be started in the kindergarten when children are ready, letter shapes and

sounds should be taught, learning to read should be an enjoyable experience, and children learn best when active and involved. They valued developing interest and curiosity in books, listening to stories and personal dictation. Differing views were also noted--parents gave reading a higher priority than did teachers, parents favored using a published series and teachers did not, and parents believed more strongly that learning and intellectual development can be speeded up. Responding negatively, neither parents nor teachers saw value in a meaning-centered approach.

3. The most useful print media sources were identified as educational journals and materials published by parent or teacher organizations. Of all sources, parents named personal contacts with teachers the most useful, while teachers named professionally directed instructional situations.

4. From five annotated titles, parents and teachers selected "The Child's Development of Intelligence," and "Parents--What Role in Reading," as the type of article they would most frequently read.

5. From observations, kindergartens typically provided a child-centered program that included structured and unstructured characteristics--acceptance of each child's personal language, book collections for browsing or reading aloud, responding to symbol and non-symbol systems, and opportunities for personal expression. All classrooms lacked some basic characteristics of a language experience approach.

Recommendations for further research included: additional studies utilizing multiple data collection strategies, a similar study involving public kindergartens, and studies investigating parent-teacher communication factors.

THE DIFFERENTIAL EFFECTS OF THREE TYPES OF SPACED REVIEWS AND TWO READING COMPREHENSION LEVELS ON THE DELAYED RETENTION OF RULES LEARNED FROM TEXT Order No. 7909776

LINDAHL, Neuza Zapponi, Ph.D. The Florida State University, 1978. 240pp. Major Professor: Robert M. Gagné

The effects on rule retention of two variables, review and reading comprehension, were investigated in this study.

A review was defined as an instructional procedure which followed the occurrence of an original learning session and operated upon the same rule capabilities which were learned during the original session. Reading comprehension level was defined as a stratifying variable whose two levels were based on a 75% cutoff score for performance on a modified multiple-choice cloze measure. The rule retention measures involved application of the learned rule capabilities to new instances of each of the rules, instances which had never before been encountered by the students.

The research design involved four experimental sessions. The results of a cloze test applied during the first session were used to classify 151 sixth-grade students into two reading levels: (a) instructional (scores at and above 75%); and (b) frustration (scores below 75%). During the second session, each of these students learned four fictional rules to a criterion of one correct application per rule. The rules were reviewed one week after learning, with members of each reading classification randomly assigned to one of four review procedures: (a) rereading the original text material; (b) taking a test which paralleled the final retention test, followed by immediate feedback on individual performances; (c) studying a "link-diagram" material which was specifically designed to depict hypothesized memory structures for the rules; and (d) performing a no-review, placebo activity. A 12-item retention test was applied to all groups two weeks after the review session.

The cloze test presented a KR-20 coefficient of reliability of .86. Both the retention test and the testing-review test were treated as linear combinations of measures and yielded reliability coefficients of .90 and .89, respectively.

Results from the statistical analyses of the data indicate that a review applied one week after original learning is, in general, an effective means of enhancing the retention of rule application capabilities over a three-week retention interval. The three types of review, when compared to no-review, significantly enhanced rule retention. In general, instructional level readers profited significantly more from the review activities than did the frustration level readers.

When considering the effects of reading levels within each type of review, results indicate that: (a) better readers profit more from either a rereading or a diagram review than do lower comprehension readers from either of these forms; and (b) membership to either reading level is not an important factor governing the advantages that a student can take from a testing review procedure. When the relative effects of the different types are considered within each reading level, results indicate that: (a) for high comprehension readers it is equally effective for enhancing rule retention to use either a rereading or a testing review, with maximization of the instructional effectiveness being achieved when a link-diagram review is utilized; and (b) for low comprehension readers, whereas either a link-diagram or a testing review could be equally profitably utilized for enhancing rule retention, a rereading of the original material does not seem to be an effective method to achieve that purpose.

Additional results indicate that when students of either reading level are brought to a criterion of 100% learning during the original session, the level of rule retention for both groups is considerably high during a three-week interval, even in the absence of review activities. Although the high comprehension readers require a significantly lesser number of attempts (readings) to learn to criterion than do the low level readers, the former group retains a larger percentage of rule application capabilities than the latter group when there is no intervening review.

PRINCIPALS' COMMITMENT TO IMPROVE READING IN STUDENTS Order No. 7911883

McBRIDE, C. Brent, Ed.D. Brigham Young University, 1978. 133pp. Chairman: F. Del Wasden

The purpose of this study was to determine the commitment of elementary school principals to the improvement of reading skills of public school students. This study examined the degree of commitment to reading by administrators and those variables that may have influenced that commitment.

The results indicated that those principals who scored higher on the commitment questionnaire had students in their schools who registered higher scores on the districts' standardized achievement tests in reading. The findings of this study showed the variables of educational training, teaching experience, administrative experience and size of student body were factors that played a definite part in affecting the reading programs in schools. It was concluded that the elementary principals felt that reading deficiencies in school students was not a serious problem in Utah or in their own schools. These principals also felt that they had a strong commitment in providing quality reading programs.

A COMPARISON STUDY OF PUPILS' READING INTERESTS AS DEPICTED BY INDIVIDUAL PUPILS, THEIR TEACHERS, AND IN THEIR BASAL READERS Order No. 7908059

McKINLEY, Bettie Jean Sanders, Ph.D. Southern Illinois University at Carbondale, 1978. 174pp. Major Professor: Professor Margaret Keyser Hill

One of the primary purposes of this study was to investigate the expressed reading interests of high and low reading achievers as compared to the assessment of these pupils' reading interests by their teachers. Another purpose of this study was to survey the individual pupils' interest assessment techniques used by the teachers in determining pupils' reading interests. Finally, this study sought to categorize reading interests in-

cluded in basal readers used by high and low reading achievers and to compare those categories of included interests with reading interests expressed by pupils.

The study was limited to twenty sixth grade teachers and their high and low reading achievers which represented the top fourth and the bottom fourth of their classes. The total number of pupils that participated in the study was 262. The top fourth of the reading classes was represented by 130 pupils and the bottom fourth of the reading classes sample contained 132 pupils. The sample population was selected from a southern city.

Three questionnaires were developed. One questionnaire requested information on the teacher's professional background, philosophy, and practices concerning his/her assessment of the individual pupil's reading interests. A second questionnaire assessed the pupils' own views of their individual reading interests. The third questionnaire assessed how the teachers perceived the individual pupil's reading interests. The categories of reading interests that were investigated were: (1) modern fiction; (2) historical fiction; (3) folk literature; (4) information; (5) fantasy; (6) animal fantasy; (7) biography; (8) mystery; and (9) science fiction. Each item on the questionnaires which assessed the pupils' reading interests was analyzed separately. The results of the computer analysis were reported as chi square statistics.

The analyzation of the data revealed that observation, interviews and personal conferences, and analysis of pupils' records were the three most frequently used techniques for assessing individual pupils' reading interests. Further analyzation indicated that a significant difference existed between the high and low reading achievers' view of their reading interest and how their teachers assessed their individual reading interest for five of the nine items. It was also revealed that a significant difference was found to exist between the high reading achievers' view of their reading interest and how their teachers viewed their individual reading interests for four of the nine items. The comparison between the low reading achievers' view of their reading interests and the assessment by their teachers indicated a significant difference for three of the nine items.

The basal readers of the high reading achievers, the low reading achievers, and these groups combined were very limited in categories of interest. The interest categories which the basal readers and the questionnaires held in common were not top preferences for the majority of the pupils.

Although these teachers indicated some insight into the individual reading interests of these pupils, it was implicated that the teachers should seek to review, update, and use the available information on assessing individual pupils' reading interests. Another important implication for sixth grade teachers was that the basal reader was not fulfilling the interest needs of all the pupils. Therefore, it is up to the teachers to supplement the reading program with other reading materials.

THE EFFECTS OF MAGAZINES SENT TO THE HOMES OF SECOND AND FIFTH GRADE STUDENTS

MAHONEY, Erika Kathleen Keller, Ph.D. University of Southern California, 1979. Chairman: Professor William M. Rideout, Jr.

Purpose. The purpose of this study was to generate data which would assist in the determination of (a) whether the presence of relevant, interesting reading material – specifically magazines – improved reading scores on standardized tests; (b) whether reinforcement from both home and school on this same material further affected reading scores on standardized tests; (c) whether this material encouraged or stimulated family interaction; and (d) whether this material helped build positive attitudes toward reading.

Procedure. The investigation was quasi-experimental in design, utilizing both inferential and descriptive statistical data. After obtaining authorization from the San Francisco Unified School District, four fifth-grade classrooms and two second-grade classrooms were identified to participate in the study. Two different treatments were randomly assigned at both grade levels. Students in three classrooms received three magazines per month to take home. Students in the other three classrooms received three magazines per month to take home plus home and school reinforcement for reading the magazines. Mean gain scores in reading from the California Test of Basic Skills for the fifth grade students were compared with mean gain scores in reading for the same students during the previous school year. Pretest and posttest of attitudes toward reading were given to both fifth and second grade students. Questionnaires were administered to parents, teachers, and students concerning attitude toward reading, reading behavior, and home interaction which used the magazines as a focus.

Selected Findings and Conclusions. The findings did not support the hypothesis that the presence of the magazines in the homes would raise achievement test scores in reading for second and fifth grade students. There was no difference between treatment groups for mean gain scores in reading. A large majority of both parents and students at both grade levels reported that the magazines had increased family interaction, acting as a stimulus for discussion in the home. There was no significant difference in responses from the participants in the two treatment groups for this variable. Attitude toward reading changed at the .01 level of significance for both treatment groups. The self-report data from the questionnaires administered to students, parents, and teachers were consistent with this finding for both treatment groups.

Recommendations. Further studies of reading achievements as it relates to the use of magazines could be done. This investigation could be replicated at the same or at other grade levels with designs which provide for more refined assessments of reading achievement, more carefully matched control groups, and differentiation of student ethnicity, with particular attention paid to homes in which English is the second language spoken. Further research could be done in clarifying the role of parents in the learning process as it relates to reading achievement. Longitudinal studies could be done with students who have shown changes in attitude toward reading to ascertain whether gains in reading achievement were observed at a later date.

THE EFFECTS OF CROSS-AGE TUTORING ON SELF-ESTEEM AND READING ACHIEVEMENT

Order No. 7902841

MOELLER, Ralph Philip, Ed.D. University of Northern Colorado, 1978. 60pp.

This study was designed with three major purposes. First, the study set out to replicate the intent of earlier tutoring studies in determining whether a correlation exists between tutoring on the one hand and increased reading achievement and self-esteem on the other. Secondly, the study intended to examine the effects of a positive treatment program on reading achievement and self-esteem. The third goal of the study was to examine these two effects in combination. In order to carry out this investigation, the Self Esteem Inventory (SEI), the Self Esteem Behaviors (SEB), and the Slosson Oral Reading Test (SORT) were utilized as evaluative instruments. The study was conducted in the Cherry Creek School District, Englewood, Colorado, with four elementary schools participating. All sixth grade students in those four schools were administered the SEI, and 80 students for the study were then randomly selected from among those scoring in the low half on the test. The subjects were then individually tested on the SORT, and each was rated on the SEB by his teacher/teachers. Subjects were then randomly assigned to one of the four sub-groups: Tutoring Only, Positive Treatment Only, Tutoring Plus Positive Treatment, and the Control Group. Students in the tutoring groups tutored three times weekly for 20 minute sessions on a one-to-one basis with third grade partners. Students in the two groups receiving positive treatment received a variety of special considerations during the course of the study. At the end of the 10 week period all 80 subjects were retested on the SEI and the SORT. The teachers also rerated the students on the SEB. The data were analyzed at the conclusion of the study using analysis of covariance, with a 2 x 2 factorial randomized block design. These are the results of the study: 1) The tutor-

ing programs, with or without positive treatment, was an effective means of raising the reading achievement level of tutors; 2) Data trends tended to reflect evidence of positive change in self-esteem levels for subjects involved in the positive treatment programs; 3) the findings of the study support the conclusion that a combination of tutoring and positive treatment does increase reading achievement and tends to influence positive change in self-esteem.

A STUDY OF THE EFFECTS OF EXPLICIT READING INSTRUCTION ON READING PERFORMANCE IN MATHEMATICS AND ON PROBLEM SOLVING ABILITIES OF SIXTH GRADERS Order No. 7900730

MURASKI, Virginia Sue, Ph.D. Michigan State University, 1978. 179pp.

A. Population

The population for this study was a sixth grade class at an elementary school located near Grand Rapids, Michigan. The population was randomly assigned to the experimental and control groups, with thirteen students in each group.

B. The Problem

This study explored the effects of a five-week (450-minute) program in the reading of mathematics on the problem solving abilities of thirteen sixth graders. The reading program consisted of three 30-minute lessons for each of five selected reading subskills of word recognition and comprehension. The five reading subskills selected for this study were:

1. Instant Recognition of Special Symbols of Mathematics and Their Voiced Equivalents (Word Equivalents)
2. Structural Analysis
3. Contextual Prediction
4. Inferential Reasoning
5. Evaluative Thinking

The fifteen reading lessons were designed and taught by the researcher.

The objectives of this experiment were:

1. Describe the behaviors of sixth graders who were being taught how to use the five selected reading subskills of word recognition and comprehension in reading mathematics
2. Determine the impact of the teaching of the five selected reading subskills on the abilities of these sixth graders to use these skills in
   a. Interpretation of mathematical symbols
   b. Mediation of an unrecognized mathematical word through its structural units
   c. Obtainment of factual comprehension of a mathematical message by contextual prediction
   d. Exploration of understanding by inferring relations among mathematical concepts
   e. Formulation of mathematical problems from given problem situations through evaluative thinking
3. Determine statistically the impact of teaching these five selected reading subskills on the problem solving abilities of sixth graders

C. Data Collected

Statistical data were collected from a pretest and a posttest to measure problem solving abilities. The Null and Alternate Hypotheses tested in this study were:

H_O: There will be no difference between the mean scores of the two sets of differences obtained by subtracting, for each group, each subject's score on the pretest from his score on the posttest.

H_A: The mean score for the experimental group will be greater than the mean score for the control group.

A t-test was used on the two mean scores to determine if the difference between them was significant.

Other measures consisted of a retest for retention, classroom teacher's assessment of the subjects' classroom behaviors, a daily log kept by the researcher and interviews for problem solving analyses conducted by the researcher.

D. Results and Conclusions

According to the test statistic, the gains on problem solving by the experimental group were significant at the 0.005 level. It became apparent through observation and interviews by the researcher that as the sixth grade subjects decoded a written mathematical passage into language and tried to resurrect the intended message, each of the selected reading subskills played important roles in the performance of these subskills in mathematics and problem solving.

WHAT CHARTED LEARNING TELLS SUPERVISORS ABOUT READING PERFORMANCE LEVELS Order No. 7824842

NEUFELD, Karen Amandine Berg, Ed.D. University of Kansas, 1978. 117pp.

Three research parts addressed three questions of children's reading performance (word recognition and comprehension behaviors at a point in time) and learning (changes in word recognition and comprehension behaviors over time). The questions were:

1. Does a specific reading performance level promote highest speed or accuracy learning?
2. Can supervisors use reading performance scores to account for children's learning?
3. How should supervisors place children in reading materials for best combined speed and accuracy learning?

In part one, the study used the Standard Celeration Chart and its related research principles developed by O. R. Lindsley and his students at The University of Kansas to compare learning at the inventory instructional level and three other widely spread performance levels. Two weeks of daily frequencies collected from the reading behaviors of 49 fifth graders provided performance scores and learning slopes for the four performance levels tried minutes apart. The findings showed significant differences in distributions of performance scores at the four levels but no significant differences in distributions of learning slopes. Specific reading performance levels did not promote highest group learning. While citing some limitations to the research, the study challenged reading teaching practices that place a premium on high performance levels and called for careful evaluation of the Standard Celeration Chart as a research tool.

In part two, the study used nine sets of reading performance and learning scores from 32 fifth graders in a Kansas rural school district to locate relationships between reading performance and learning that might help educators develop accountability measures based on learning. Pearson product-moment correlation coefficients showed significant, high positive relationships between all sets of performance scores but little relationship between sets of learning scores and no relationships between performance and learning scores. Accountability for children's learning came only from measuring the charted slopes formed by daily frequencies collected on that learning. Performance scores did not measure children's learning, nor did one learning measure a related learning.

In part three, the study described classroom procedures used to place 49 fifth grade children at reading levels for best combined speed and accuracy learning. The children used personal "learning pictures" of changing correct and error frequencies charted on the Standard Celeration Chart to choose their level of best learning from four levels tried minutes apart. The procedure was more effective than placement by the inventory instructional level or student choice.

AN OBSERVATIONAL STUDY OF THE USE OF TIME DURING THE DESIGNATED READING PERIOD IN FIRST-GRADE CLASSROOMS Order No. 7911007

PAULISSEN, Margaret Elizabeth O'Neill, Ph.D. The University of Texas at Austin, 1978. 220pp. Supervisor: William R. Harmer

The purpose of this investigation was to observe reading instruction in first grade classrooms to gather information about the use of time by teachers and children during the designated reading period. Further concerns were to observe whether the use of time appeared to increase reading opportunities and to observe classroom organization. Review of literature suggested that teacher actions that provided for individual differences in reading and for academic use of time including reading practice positively influenced reading achievement.

Subjects for this investigation were teachers and children in 63 first grade classrooms located throughout the State of Texas. Data were collected by selected preservice teachers each of whom was trained in the use of the observation instrument.

Analysis of data resulted in a descriptive summary of observations of reading instruction. Because 18 of the 63 classrooms had two or more adults present in a teaching capacity, the data were analyzed separately for each group. Patterns of interaction observed included teacher interaction with the whole class, with groups, and with individuals. The use of time by students in independent activities was also analyzed.

The use of teacher time in the 17 observed teacher actions indicated the ratio of teacher time in procedural and instructional actions was allocated approximately 40 percent in procedural actions and 60 percent in instructional actions for both groups of observed classrooms. Teacher actions using the largest proportions of time for procedural activities included: (1) movement of children from class to class and reading group transition, (2) passing out and picking up books and papers, (3) giving directions, and (4) miscellaneous actions. Instructional actions utilizing the largest proportions of time included: (1) skills instruction including phonics work and workbook explanation, and (2) oral reading and questioning.

The use of time by children in independent activities indicated proportions of time used by each group for independent activities was similar. Activities using the largest proportions of time included: (1) written work utilized 60 percent or more of the independent time, (2) reading practice used 2 percent to 5 percent of the available time, and (3) noninstructional activities averaged 12 percent to 26 percent of the students' independent activity time.

A STUDY OF SELECTED PRIMARY GRADE READING PRACTICES IN THE STATE OF IOWA Order No. 7912893

PHILLIPS, Carol Ann Alexander, Ph.D. The University of Iowa, 1978. 190pp. Supervisor: Professor Jerry N. Kuhn

The purpose of this study was to determine the status of evaluation, materials, methods, and management in the reading program in Iowa elementary schools grades one through three. In addition, the instructional purpose of reading was defined by means of a review of the literature.

A stratified random sample of 200 Iowa elementary principals based upon school district size comprised the survey which produced a 79.5 percent response.

Using a review of the literature, two tables were developed using a hierarchical arrangement to summarize the research related to a definition of reading and to summarize the components of a reading program.

The findings regarding the status of evaluation, materials, methods, and management are as follows. Satisfaction with student organization, staff organization, physical facilities, reading time allotment, and reading materials ranges from 88–97 percent. Seventy percent of the ITBS scores were in the range of 41.0–49.9 grade equivalency. A basal reader and workbook are used by 62.9 percent. Fifty-one percent select classroom reading materials on a district-wide basis. Ninety-four percent use commercial reading materials in kindergarten. Sixty-six percent of the respondents utilize the basal reader approach to reading. Continuous progress is utilized by 52.8 percent, 73.6 percent utilize the self-contained classroom. A collection of single classrooms is used by 84.3 percent to house students. The pupil/teacher ratio ranges from 20–24 students per teacher according to 58.5 percent. Regarding staff, 89.2 percent employ a physical education teacher, 77.4 percent a reading teacher, 63.5 percent an art teacher, 63.5 percent paraprofessionals, and 50.3 percent use volunteers. A reading allocation of 100–124 minutes daily is used by 37.7 percent. Sustained silent reading usage is reported by 53.5 percent.

The findings regarding school district size differences related to evaluation, materials, methods, and management are as follows. Large district schools are the most satisfied and small the only group expressing dissatisfaction with the student organization. Large district schools have more ITBS scores at both extremes of the grade-equivalency range and small district schools the smallest number. A greater diversity of materials selection is found in large and small district schools than in medium. Multi-age grouping is second choice in large district schools compared with the graded system in small and medium. Large district schools utilize the greatest degree of team teaching and medium contain more mixed plans. Large district schools utilize more open space facilities than small or medium. More of the medium district schools fall in the range of 20–24 and above 24 pupil/teacher ratio than large or small. Fewer of the large employ music, physical education, art and reading teachers, but more use volunteers. More of the small district schools allocate less than 100 minutes for reading; more of the medium are in the range of 150–199 and over 200 minutes for daily reading. More of the large and medium district schools report sustained silent regarding than the small.

Two conclusions were reached. The first seems to indicate heterogeneity of Iowa school districts related to elementary school management. Excluding time in effect, eleven of the thirteen chi square analyses and two of the three one-way analyses of variance related to management were statistically significant.

The second seems to indicate homogeneity of Iowa school districts related to evaluation, reading materials, and reading methodology. Three of the twenty-nine chi square analysis were statistically significant. The one-way analysis of variance was not statistically significant.

INDIVIDUALIZED STAFF DEVELOPMENT UTILIZING MODULAR INSTRUCTION: DEVELOPMENT AND FIELD-TESTING OF A CLASSROOM MANAGEMENT MODULE FOR INDIVIDUALIZING INSTRUCTION IN READING Order No. 7901678

POOL, Lydia Bray, Ed.D. University of Georgia, 1978. 226pp. Supervisor: Dr. Byron Callaway

The purpose of the study was to develop, pilot, and field-test a proficiency module to function as a part of an individualized in-service plan. The module, a classroom management module for individualizing instruction in reading, was developed to assist beginning teachers and teachers new to local school system to apply a management system already in operation in the system. The major focus was to ensure effective classroom management needed to bring about individualization of instruction. The need to individualize staff development and instruction in the classroom is well documented in the literature. The module is recognized as an effective vehicle for individualizing in-service education and improving teacher competencies. The module developed contains objectives, learning activities, and assessments. The developer followed the recommendations of such experts in the field as Aaron (1973), Austin (1974), and Sartain (1974).

The pilot study was conducted from September 14, 1977, through December 12, 1977, with 10 elementary reading teachers in the public schools of Washington County, Georgia. As a result of the study revisions were made. Revisions dealt with: (1) additions and deletions of objectives and assessment items, (2) sequencing, (3) revisions, and (4) added features. The two major additions were a materials workshop and content related to the 20 generic teaching competencies for the state of Georgia. The average hours spent by participants in modular related activities was 56. During the field-testing phase it was determined that an additional 12 hours were needed as a result of the additions made.

The field-testing phase was completed in the same system with 22 elementary teachers and two paraprofessionals. All were reading teachers, but most taught in content fields also. Twenty of the 22 participants were beginning teachers or teachers new to the system. The field-testing was initiated January 26, 1978, and terminated May 3, 1978. Emphasis was upon implementation of a systems approach to classroom management. Attempting the field-testing over a period of approximately three and one-half months limited the degree to which actual implementation took place. Twenty-two of the 24 participants, however, reported they had been exposed to materials that could make a difference. Four indicated they had accomplished a great deal. All participants checked one or both of these responses. Nineteen of the 22 teachers stated they had not met all of the 22 objectives, but most of the participants reported having met the majority of them. Lack of time was given by most participants as the main reason for their not having met all objectives. Eighteen of the 19 participants reporting that all objectives had not been met indicated that they would continue implementation after the field-testing terminated. The nature of the module can best be measured in terms of continued implementation and application.

Recommendations included:

(1) continued emphasis upon individualization of staff development using the modular approach.

(2) a local school system providing special training for beginning teachers and teachers new to the system.

(3) the inclusion of the 20 generic teaching competencies for the state of Georgia used in the training of beginning teachers.

(4) the assignment of an advisor to no more than 25 participants--except under specified circumstances.

(5) a time period of at least eight months to complete the module.

(6) revisions of the module as needed.

(7) the use of co-workers as "helping teachers" and the involvement of leadership personnel.

(8) released time for teachers, adequate support materials, and visitation programs.

(9) additional workshop(s) related to special services programs for children and to behavior modification strategies for the classroom.

The outcomes are: (1) a product, a piloted field-tested module; (2) a process, individualization of staff development with input by participants; and (3) the learner, the benefactor of the management system.

AN INVESTIGATION INTO THE FACILITATIVE EFFECTS OF TWO KINDS OF ADJUNCT QUESTIONS ON THE COMPREHENSION OF STUDENTS AT TWO GRADE LEVELS DURING THE READING OF TEXTUAL MATERIALS Order No. 7902934

RAUSCHER, Walta Christine, Ph.D. The University of Iowa, 1978. 148pp. Supervisor: Professor Jack Bagford

Purpose

The purpose of this study was to determine if groups of fourth- and sixth-grade students given reading passages with adjunct questions would perform significantly better in reading comprehension than groups of fourth- and sixth-grade students reading passages with no adjunct questions.

Procedures

The subjects, 85 fourth graders and 120 sixth graders, were selected from southeastern Iowa schools. Students considered average in reading achievement based upon their reading scores on the Iowa Test of Basic Skills were randomly assigned to one of five groups. Each group experienced each of the five treatment conditions. The conditions were characterized as follows:

Pre-Literal – literal questions inserted before the relevant text

Post-Literal – literal questions inserted after the relevant text

Pre-Inferential – inferential questions inserted before the relevant text

Post-Inferential – inferential questions inserted after the relevant text

Control – no inserted questions

Students read five passages – one for each condition. The sequence of presentation of passages was ordered in accordance with a Latin square. Upon completion of each passage, students completed a test designed to measure their comprehension of the passage read.

Three scores were analyzed: total scores on all test items, the number correct on incidental items (questions which had not been seen before), and the number correct on intentional items (questions which had been used as adjunct questions in the passages and thus had been previously seen).

The analysis of the data involved the use of analysis of variance. The mean scores achieved by the subjects under the treatment conditions were compared to the mean scores achieved by the subjects under the control condition using Dunnett's test. Contrasts of mean scores were also made.

Results

1. Significant differences were found in reading comprehension for sixth-grade students when reading passages with literal questions inserted in either pre or post position when total scores were considered. No significant differences were found for fourth-grade students on total scores.
2. Significant differences were found for sixth-grade students in favor of the pre-literal and the post-literal conditions and for fourth-grade students in favor of the pre-literal condition on intentional items.
3. Significant differences were found for sixth-grade students in favor of the pre-literal condition, the post-literal condition, and the pre-inferential condition when incidental items were considered. No treatment condition was significantly better than the control condition for fourth-grade students on these items.

Conclusions

Within the limitations of this study and in light of the findings, the following conclusions were drawn:

1. Adjunct questions appear to affect the reading comprehension of fourth- and sixth-grade students.
2. Adjunct questions seem to have a general facilitative effect on the comprehension of fourth- and sixth-grade students.
3. Literal questions exert a greater facilitative effect on comprehension than do inferential questions.

AN INVESTIGATION OF THE EFFECT OF BOOK-RELATED SOUND FILMSTRIP VIEWING ON THE VOLUNTARY READING OF FOURTH, FIFTH, AND SIXTH GRADE STUDENTS

Order No. 7908814

ROOSEVELT, Deborah Horn, Ed.D., Columbia University Teachers College, 1978. 139pp. Sponsor: Professor Phil C. Lange

Purpose

The increasing availability of audiovisual book-related materials promoted the writer to investigate whether the utilization on non-print adaptations of books is an effective strategy for motivating voluntary reading. Specifically, this study was designed to determine the extent to which a program of book-related sound filmstrip viewing increased students' voluntary reading and/or library withdrawal of the specific titles viewed.

Procedures

Fourth, fifth and sixth grade students from two different elementary schools in the San Francisco Bay area participated in this study. One school was randomly assigned as the experimental group, the other as the control group. The investigation spanned a twelve week period. Throughout the entire study, all 321 participants were asked to complete reading record forms for any books they read voluntarily. The pre-treatment phase, the first four weeks, was designed to establish the existing extent of voluntary reading among students in both groups. During the second four week period, or the treatment phase, the experimental group viewed six sound filmstrips which presented the stories of six Newbery Award books, none of which had been withdrawn from the school library for at least one year. Multiple copies of the filmstrip books were placed in the school library, but were not featured in any way. In an attempt to isolate the effects of the filmstrip program from other factors that might have motivated students to read these books, the writer instructed all teachers to maintain their usual classroom reading practices and not to incorporate into the viewing sessions any other techniques for promoting reading. The control group did not view any of the filmstrips. The study concluded with a four week post-treatment period in order to determine if any carry-over effect of treatment existed.

Data secured from the reading record forms as well as from the library withdrawal cards of the specific titles viewed were aggregated for each child. Differences between the experimental and control groups were tested for significance by application of the Chi-square test of homogeneity. The writer also assessed the differential impact of four status factors (control variables): sex, grade level, reading achievement level, and reading motivational level. Each one of the factors was cross-tabulated with treatment in order to determine whether certain levels of any of the control variables were more strongly associated with treatment.

Findings

Significant differences were found between the experimental and control groups on three measures: 1) the number of specific titles read during the treatment phase; 2) the number of specific titles read during the post-treatment period; and 3) the number of specific titles withdrawn from the school library during both the treatment and post-treatment periods.

Sex and grade level were factors that interacted with treatment. Overall, girls were more responsive to treatment than boys. Sixth graders were least affected by treatment. Neither reading achievement level nor reading motivational level interacted with treatment.

Conclusion

After viewing the filmstrips, 10.8% of the 157 experimental students read one or more of the six titles viewed. Another 15.3% withdrew one or more of the specific titles from the school library.

Given the design of the study which called for a strict isolation of the filmstrip program from other techniques that might motivate children to read books, the findings of this study suggest that the utilization of book-related media is a moderately effective strategy for motivating voluntary reading of certain titles. Further research that would investigate the impact of a variety of audiovisual book-related materials under experimentally less restricted designs is needed.

THE EFFECTS OF STUDENT CHARACTERISTICS, EDUCATIONAL BELIEFS AND INSTRUCTIONAL TASK ON TEACHERS' PREINSTRUCTIONAL DECISIONS IN READING AND MATH

Order No. 7901394

RUSSO, Nancy Atwood, Ph.D. University of California, Los Angeles, 1978. 235pp. Chairman: Professor Richard J. Shavelson

Recent approaches to research on teaching have conceptualized teaching as a decision-making process. This conceptualization is based on the notion that teaching is a purposeful and thoughtful process in which teachers make decisions that guide their actions in the classroom. Inherent in this view is the assumption that teachers have available a large amount of information from a variety of sources to use in making such decisions. The teacher's task is to select and integrate this information in some way to determine teaching strategies that are sensible and likely to be effective in a particular setting.

The purpose of this study was to examine how certain information--(cues) about students, educational beliefs of teachers and the nature of the instructional task (reading, math)--influence teachers' preinstructional decisions. Teachers with at

least one year of teaching experience at the primary level (grades 1–3) served as subjects. They first completed a measure of educational attitudes. They were then given descriptions of hypothetical students who systematically varied on several dimensions (cues) and were asked to make an estimate about each student's academic competence and behavior. Teachers then sorted students into reading and math groups separately. Finally, they were given descriptions of several reading and math lessons (instructional tasks) and asked to make a series of preinstructional decisions about appropriate strategies for teaching each lesson to each group.

Teachers' estimates about students' academic competence and problematic behavior were primarily influenced by the student cue most relevant to the judgment under consideration. Their estimates of reading competence were based primarily on performance on a standardized reading test; estimates of math competence were based primarily on performance of a standardized math test; and estimates of problematic behavior were based primarily on the appropriateness of classroom behavior.

Teachers tended to form reading and math groups that were homogeneous on academic ability. While this strategy was partially verified by teachers' accounts of their strategies during debriefing, the majority of teachers also mentioned that they systematically attempted to form their groups so that students within each group were heterogeneous on sex, class participation and behavior. Individual differences among teachers in their grouping strategies were also identified. While all teachers used the achievement cue most relevant to the grouping decision, they differed in their use of the less directly relevant achievement cue. None of the background data available on teachers consistently accounted for differences in their grouping strategies.

The nature of the student group was the major determinant of teachers' preinstructional decisions. Teachers tended to select more teacher-directed approaches, more concrete materials, and less individualized practice for groups of low achievers than for groups of high achievers. These decision strategies may reflect teachers' attempts to provide a greater degree of structure for low-achieving students.

Teachers varied considerably in their decision policies; however, this variability was not accounted for by educational beliefs. In addition, beliefs did not significantly influence teachers' estimates about students or their decisions about grouping students. This lack of consistent relationship between educational beliefs and teachers' decisions may be due to the nature of the educational beliefs (global philosophies about education) assessed in this study. Perhaps beliefs more closely related to the judgments considered here such as causal attributions about student behavior or beliefs about how basic skills instruction should proceed with young children would influence the estimates or preinstructional decisions considered in this study.

AN INVESTIGATION OF THE EFFECTS OF VOCABULARY INSTRUCTION AND SCHEMATA ORIENTATION UPON READING COMPREHENSION Order No. 7912076

SCHACHTER, Sumner William, Ph.D. University of Minnesota, 1978. 162pp.

The purpose of this investigation was to examine the effects of two instructional strategies upon reading instruction. A vocabulary treatment and a thematic treatment were compared. The study attempted to explore the effects of these treatments in a classroom setting.

The vocabulary treatment was used to study the effects of vocabulary instruction upon reading comprehension as well as the knowledge of word meanings. The thematic treatment was designed to adapt ideas from schema theory into measurable pedagogical effects in a classroom setting. The study used an operational definition for a verbal advance organizer which attempted to facilitate perception of a story structure and relate it to the existing schemata of the reader.

The study sought to clarify the following experimental questions:

1. What effect the instructional treatments had upon reading comprehension?
2. Do different instructional treatments have different effects upon the comprehension of good and poor readers?
3. Does direct vocabulary instruction facilitate story comprehension and/or vocabulary knowledge?
4. Are standardized test scores affected by systematic instructional treatments?

Three fifth grade classes participated in the study. There were eighty subjects in the three classes. Each class was randomly assigned to one of three conditions: Thematic, vocabulary, or control. Students took the Gates MacGinnitie Reading Comprehension and Vocabulary tests. Following pretesting, the experimenter met with each class for seven sessions over a three week period. In the two experimental treatment groups, each session began with a ten to twelve minute lesson. The thematic group was asked questions related to the topic or theme of the story. Students were asked to relate the theme to their own experiences or feelings. The vocabulary group was presented word meanings for six words from the story. A control group received no prior instruction. The groups were given a story to read after each introductory lesson. After reading the story, each subject responded to written vocabulary questions and textually implicit and textually explicit questions. After the seven sessions, students took alternate forms of the standardized vocabulary and reading comprehension tests taken before the seven sessions. One-way and two-way analyses of variance were used to analyze the dependent measures: Textually explicit questions, textually implicit questions, total story comprehension, vocabulary knowledge, and standardized test score gains.

The thematic treatment and the vocabulary treatment facilitated comprehension of textually implicit questions. [$F(2,76) = 4.024$, $p = .022$] Comparison of the group means using a Newman-Keuls procedure indicated that the mean for the thematic group ($\bar{X}_t = 2.56$) was higher ($p < .01$) than the vocabulary group ($\bar{X}_v = 2.25$). Instruction did not appear to affect performance on textually explicit questions. [$F(2,76) = 1.64$, $p = .20$] Two-way analyses of variance indicated a significant treatment by ability interaction for textually implicit questions [$F(2,65) = 3.91$, $p = .02$]. High ability students seemed to benefit from instruction more than low ability students. Vocabulary instruction was the most facilitative for teaching students word meanings. Standardized test scores were not affected by treatment.

General conclusions of this study would support the facilitative effect of an advance organizer based on schema theory and also the facilitative effect of vocabulary instruction on textually implicit measures of reading comprehension.

THE EFFECTIVENESS OF INSTRUCTIONAL PLACE MATS AS A MEANS FOR VOCABULARY DEVELOPMENT

SEBASTIAN, Robert Newbold, Ph.D. University of Toronto (Canada), 1977

Cartoon place mats were designed to provide vocabulary instruction during lunch period in elementary schools. Because lunch time is conventionally seen as a non-instructional portion of the school day, the instruction provided was of a concomitant nature, intended to complement lunch activities.

The circumstances of "free time" are such that curricula developed for the lunch period must compete, as other mass media, for the students' attention. The materials so developed must not only be interesting, but must be clear and concise enough to "make the point" in a short period of time. The development of such material required extensive formative evaluation with large samples of students similar to those in the larger urban target population. Since preliminary investigation revealed the feasibility, popularity, and effectiveness of the place mat medium, a larger study was designed to accommodate the constraints of a naturalistic setting, in which student lunchroom activity is, characteristically, voluntary, episodic, and multiform.

Two experiments were designed to test the effectiveness of 84 specially constructed lunchroom place mats which illustrated 21 common, but frequently unknown, elementary level words. On the basis of a word recognition pretest administered to approximately 1000 5th and 6th graders in six Philadelphia public schools, each school was divided into subplots

consisting of words recognized, on average, with equal frequency by the school population. The subplots were then randomly assigned treatment variables. The degrees of freedom for the analysis, therefore, were based on the word group subplots so formed.

The first experiment explored the effect of "place mat words" by contrasting four experimental groups and one control in each of three schools. The experimental groups consisted of the combinations of two levels each of question and enrichment variables: a question vs. story type, and a place mat with enrichment vocabulary readings vs. no enrichment, were defined for place mat use. A control group consisted of words which were not presented to the students. Over a 12 day period students received a different place mat representing one of the four types of treatment. On a subsequent post-test, the experimental or place mat words showed a highly significant increase in recognition over the control. The selected experimental features of place mats showed no difference in terms of the dependent variable.

A separate experiment examined the effect of repetition on retention of "place mat words." Three levels of presentation: 0 (the control level), 1 (single presentation), and 2 (repeated presentation), were found to bear a linear relationship to learning. The number of times a word was presented was directly proportional to the amount learned by students in the three schools in the second study.

In both experiments the control vs place mat contrast proved a significant one. This was interpreted to indicate that materials can be designed to enable students to acquire vocabulary in a "concomitant" or "incidental" fashion. Without formal structure or direction, students can effectively use non-instructional time for instructional purposes. The relative contributions to this process of several factors, ranging from the appeal of the materials to the effect of teachers, are discussed.

Because they are a low cost medium adaptable to basic skills instruction, the use of cartoon place mats would seem to represent a practicable and effective instructional innovation within prevailing educational cost and time constraints.

COMMUNICATION SKILLS THROUGH AUTHORSHIP: A COMPLEMENTARY READING PROGRAM'S LONG-TERM EFFECTS ON STUDENT READING ACHIEVEMENT

Order No. 7904864

SMITH, Judy Lea, Ph.D. University of Idaho, 1978. 224pp.

Purpose

This study examined long-term effects of Communication Skills Through Authorship Reading Complement by comparing reading achievement scores of students who experienced CSTA in grades 1 and 2 and a traditional reading program with a comparable group who experienced the same traditional reading program without the CSTA complement. At the end of the treatment, both research groups experienced identical reading instruction in grades 3 through 8, and were compared on readiness, reading achievement and I.Q.

Procedures

This study analyzed students' reading achievement over eight years. The follow-back design collected students': 1) readiness scores, 1969; 2) second grade reading achievement, 1971; 3) fourth grade reading achievement, 1973; 4) sixth grade reading achievement, 1975; 5) seventh grade I.Q., 1975; 6) eighth grade reading achievement, 1976.

The treatment group (n=26) experienced CSTA in grades 1 and 2 as a LEA complement to the traditional reading program. The control group (n=26) experienced only the traditional reading program. Reading instruction time was held constant.

The instruments used to test the hypotheses were: 1) Metropolitan Readiness Test; 2) Stanford Reading Achievement Tests; 3) Otis-Lennon Mental Ability Test; and 4) Comprehensive Test of Basic Skills.

Analysis of covariance was used for testing reading achievement differences between group, between sex, and/or an interaction of experimental status with sex, with readiness as covariate. Analysis of variance tested for readiness and I.Q. differences between group and sex. A Scheffé Range Test created homogeneous I.Q. subsets. All statistical hypotheses were tested at the 0.05 level of significance.

Findings

The principal findings of each measurement are:

1. There was no significant difference in readiness between groups by experimental status and/or sex.
2. Females' readiness was a significant predictor of reading achievement at grades 2, 4, 6, and 8.
3. Males' readiness was not a significant predictor of reading achievement at grades 2, 4, 6, and 8.
4. The CSTA group was significantly superior to the non-CSTA group in second grade reading achievement.
5. The CSTA group maintained their reading average and were superior in reading achievement to the non-CSTA group in reading achievement at grades 4, 6, and 8.
6. CSTA females were significantly superior to non-CSTA females in second grade word meaning, paragraph meaning; fourth grade word meaning; eighth grade reading vocabulary, language mechanics, language expression, and language spelling.
7. CSTA males were significantly superior to non-CSTA males in second grade paragraph meaning.
8. CSTA females were superior to CSTA males in reading achievement at grades 2, 4, 6, and 8.
9. Non-CSTA males were superior to non-CSTA females in reading achievement at grades 2, 4, 6, and 8.
10. There was no significant difference in seventh grade I.Q. scores between groups by experimental status.
11. CSTA females had significantly greater seventh grade I.Q. scores than the CSTA males.

Conclusions

Statistical analyses of comparable CSTA and non-CSTA students' reading achievement data indicated a favorable long-term advantage in students' reading achievement at grades 4, 6, and 8 for those experiencing CSTA in grades 1 and 2. The CSTA females who were significantly superior at the end of the treatment maintained their significant advantage in reading over the following six years. CSTA males' superiority in reading achievement declined by sixth grade compared with non-CSTA males.

The CSTA complement appeared to have assisted males in initial reading when one notes the discrepancy between CSTA female and male I.Q. scores.

AN ANALYSIS OF THE 1975 HOME-GUIDED SUMMER READING PROJECT IN THE BALTIMORE CITY PUBLIC SCHOOLS

Order No. 7900930

SMITH, Norman Everett, Ph.D. University of Maryland, 1978. 118pp. Supervisor: Dr. James Dudley

Purpose and Significance of the Project

The purpose of this study was to determine the effect of a summer At-Home Project on the reading skills of selected second-grade students in the Title I Program of the Baltimore City Public Schools. The hypotheses tested in this study were designed to examine the impact of family members upon the achievement of reading skills of selected Title I second-grade students in a regular summer program and second-grade students participating in an At-Home Project. This study served as an initial step toward the accumulation of a significant body of knowledge on the effects of home involvement upon student achievement in reading skills retention, particularly for those students involved in compensatory educational programs.

Procedures

An experimental design of the O, X, O' type was proposed for the experimental group and O, O' for the comparative group. The O's referred to pretest reading scores, O primes to post-test reading scores, and X to the At-Home treatment which only the experimental group received. The comparative group received no treatment. The research design was schematically illustrated. The researcher described how the sample popula-

tions were randomly drawn and the treatment which the experimental group received. Hypothesis 1 was tested by computing the pre-posttest mean difference for each group and using a "t" test to determine the level of significance at .05. Hypothesis 2 was tested using an analysis of covariance and the F-ratio to test for differences in adjusted means at the .05 level of significance.

Principal Findings

A recapitulation of the t-test performed on the At-Home and Comparative Groups indicated the level of significance of .05 was reached in two of the five selected tests: Pretest At-Home Group and Pretest Comparative Group; Pretest Comparative Group and Posttest Comparative Group. The level of significance of .001 was found between: Posttest At-Home Group and Posttest Comparative Group, Gain Score At-Home Group and Comparative Group, and Pretest At-Home Group and Posttest At-Home Group. A recapitulation of the Sample Variance indicated only the gain scores had significant differences in variability. The adjusted posttest means resulting in adjusted gain score means indicated that the home involvement treatment did not result in significantly higher reading achievement scores for the At-Home Group over the Comparative Group.

Conclusions

On the basis of the statistical analysis, neither of the null hypotheses could be rejected. On this same basis, Hypotheses 1 and 2 were not accepted. No significant change in the reading achievement means of the selected second-grade materialized. Nor was there significant change in adjusted means of second-grade students, as defined by the population who participated in the At-Home Project as compared to those children who attended regular Title I Summer School in the Baltimore City Public Schools.

Recommendations

After collecting, analyzing, and summarizing the data, the following recommendations are offered:

1. That all Title I children receive both regular instruction and the At-Home treatment and achievement should be increased rather than simply maintained.
2. That increasing the teaching skills for family, recognizing their educational level, would increase the achievement of those pupils assisted.
3. That further study of the At-Home Project be conducted with longer treatment period and more representative samples.
4. That the model for the At-Home Project be piloted with parents and students in the regular school program.

THE EFFECTS OF CROSS-AGE TUTORING ON THE READING ACHIEVEMENT AND SELF-CONCEPT OF TUTORS AT THE INTERMEDIATE LEVEL

SNELSON, Carol Dee, Ph.D. University of Southern California, 1978. Chairman: Professor Grayce A. Ransom

The purpose of this study was to determine the effects of cross-age tutoring on the reading achievement and self-concept of intermediate pupils and to compare the results with intermediate pupils in remedial reading classes. A pilot study was conducted the previous year.

The sample was selected from inner-city schools of a large metropolitan district in the south central United States. Subjects were included if their scores on the Gilmore Oral Reading Test placed them at least a year below their grade level and their score on the Slosson Intelligence Test was above 70. This intelligence score was designated to allow for the influence of poor reading ability on I.Q. The final N included an experimental group of 24 and a control group of 23. The pilot group was composed of 29 subjects. Tutees were primary pupils identified by their teachers as requiring additional instruction in reading.

The following instruments were administered by the investigator: the Slosson Intelligence Test, the Gilmore Oral Reading Test, Forms C and D, and the I Feel Me Feel Self-Concept Appraisal. Pre- and posttesting was completed on all Ss, using the Gilmore and the I Feel Me Feel. For the experimental group only a pre- and posttest was administered utilizing selected portions of the Spache Diagnostic Reading Scales. Reactions of tutors regarding the tutoring experience were obtained from the experimental group.

Tutors were trained by the investigator prior to the beginning of the tutoring sessions. Training related to the appropriate use of methods and materials and positive reinforcement procedures.

The tutoring sessions were conducted each day, 20 minutes per day, for ten weeks. The previous pilot study was six weeks in length. In the tutoring itself, emphasis was placed on reading stories and listening to stories followed by questions. Materials included paperbacks and humorous books. In addition, games were provided for the reinforcement of vocabulary and phonics skills.

Analysis of covariance was selected to analyze the data, using I.Q. and the pretest for each measure as covariates. A correlated t test was used for the phonics test. An .05 level of confidence was chosen as the basis for significance.

Significant differences were observed in comprehension for pupils involved in a tutoring program when compared with pupils in a remedial reading class. These differences appeared in the pilot group, as well as the experimental group. Experimental Ss showed a significant increase in all areas of phonics. For accuracy of reading, no significant difference was observed, except with the pilot group. Although no improvement of self-concept was shown, personal reactions of tutors were positive.

The results of this study suggest that cross-age tutoring can be helpful in improving reading skills in intermediate tutors. Although there was no indication of significant influence in the area of self-concept, tutors reacted positively to the tutoring program.

It is recommended that cross-age tutoring be considered as an alternative to remedial reading in the intermediate grades. Suggestions for future research related to cross-age tutoring included comparison of trained and untrained groups and an increased time span to determine the effect on self-concept.

THE INFLUENCE OF THE HUMAN DEVELOPMENT PROGRAM ON READING ACHIEVEMENT, SELF-CONCEPT AND CLASSROOM BEHAVIOR Order No. 7905021

SPECTOR, Patricia Jane, Ed.D. Boston University School of Education, 1978. 130pp. Major Professor: David E. Stuhr

The present investigation examined the influence of an effective program in promoting change in three areas of development -- personal, academic and behavioral. First grade children from an elementary school in Framingham, Massachusetts participated in a curriculum called Magic Circle designed by the Human Development Training Institute in California (Bessell & Polomares, 1973). The study purported to show whether forty sessions (thirteen weeks) of the Magic Circle curriculum caused changes in test scores measuring self-concept, reading achievement, and classroom behavior. Informal observations were made by the examiner regarding the daily functioning and acceptance of Magic Circle, managerial issues, and teacher involvement.

Children from the entire first grade of an elementary school participated in the study. The children were grouped according to classrooms which allowed two experimental and two control classes. Due to the nature of classrooms, two of the classes were "traditional" in that children remained within one room and with a single teacher for all academic activities. The other two classes were "combined" in terms of sharing of both classrooms and teachers for their daily activity. The two experimental classes (one "traditional" and one "combined") received forty sessions of Magic Circle led by the investigator and without the inclusion of the teachers. Three aspects of school life were measured -- self-concept, reading achievement and classroom behavior, using the following in-

Stanford Achievement Test: Reading subtests (SAT:R), and Devereux Elementary School behavior Rating Scale (DESBRS).

Data were analyzed using analysis of covariance and the Duncan Multiple Range Test to compare group means and t-tests for significance of within group changes. Results of the SAT:R showed that all classes displayed a significant increase in reading performance from pre to posttest scores suggesting the influence of Magic Circle in promoting change. The DESBRS was completed only by "combined" teachers and the control group displayed the greatest change on this test. Due to methodological difficulties of using a lengthy questionnaire, the investigator was unable to make many suppositions regarding this outcome.

The potential effects of Magic Circle seemed to be obscured by the overriding factor of teacher involvement. It appeared that teacher's personality and style of teaching greatly influenced the outcome of this study and is a large factor in the success of Magic Circle as a beneficial curriculum in Elementary Schools.

The Magic Circle Program itself was enthusiastically accepted by the children. Growth was observed informally by the investigator in the social communication skills of children and in their ability to relate personal experiences, especially among other children.

THE EVALUATION OF FAMILY INVOLVEMENT IN A READING PROGRAM Order No. 7908307

SPENCER, Thomas L., Jr., Ed.D. Saint Louis University, 1978. 102pp.

The purpose of this study was to evaluate family involvement in the Family School program in the University City School District, University City, Missouri, to determine if a pupil's reading achievement and attitude would improve with strong parent involvement in the pupil's education.

The Comprehensive Test of Basic Skills scores in 1975, revealed that in the district, 482 or 30 percent of the pupil population in grades three through nine were reading four months or more below their anticipated achievement level. Additional data from an informal survey of parents of students revealed that parents had expressed a concern and willingness to help their children given the needed guidance.

Hypotheses

For the purpose of investigating family involvement in the Family School program and the effect this involvement had on a student's achievement and attitude, hypotheses were established:

1. There would be a significant relationship between family involvement and reading achievement
2. There would be a significant relationship between a student's attitude toward school and family involvement in his/her education
3. There would be a significant relationship between the degree to which education was valued in the home and the degree of success the student would have in reading achievement.

The sample population was 100 families in the Family School program with a school-age child in grades three through nine who had achieved four months or more below their anticipated achievement in reading and at least one adult from the child's home.

Method

A Pearson product moment correlation coefficient was used at the .10 significance level to test the first hypothesis to determine if there was a significant relationship between family involvement and reading achievement. The amount of family involvement was determined by the number of formal school sessions parents attended. Achievement data were obtained by administering pre and posttest of the Comprehensive Test of Basic Skills (CTBS) and the amount of parental involvement determined by attendance lists which were kept of all school sessions.

(low) correlation between student achievement and parental involvement; $r = .16$.

A Pearson product moment correlation coefficient was used to test the second hypothesis at the .01 significance level to determine if there was a significant relationship between a student's attitude toward school and family involvement in his/her education. The Survey of School Attitudes published by Harcourt Brace for students in grades three through six and A Scale To Measure Attitude Toward Any School Subject published by the Purdue Research Foundation were administered to students as pre and post attitude surveys.

Data used to test the second hypothesis revealed $r = -.40$ for students in grades three through six. A second r correlation used for students in grades eight and nine revealed $r = .53$.

Achievement statistics of the CTBS were used to test the third hypothesis to determine if there was a significant relationship between the degree to which education was valued in the home and the degree of success the student would have in reading achievement. Data were obtained via administering pre and post oral interview questionnaires to program parents. Achievement data revealed the following: mean 85.68; mode 88.0; median 86.25; variance 42.39; and the range was 31.

Conclusion

The analyses of data indicated that the Family School program participants have demonstrated a strong commitment to the education of their children. This program could become the seed for a growing educational partnership between the home and school in the district.

The Family School program has begun to further utilize the home in the University City School District, and it is recommended that the district further explore the community education concept which is a broader picture of parent involvement.

EVALUATION OF SELECTED TEACHERS' MANUALS OF FOURTH GRADE READING SERIES ACCORDING TO A COMMUNICATION BASED CURRICULUM RATIONALE Order No. 7906423

STRAND, Julia Ann Willsey, Ed.D. The University of Arizona, 1978. 187pp. Director: Roach Van Allen

The purpose of this study was to investigate the teachers' manuals of nine basal reading series and evaluate the degree to which goals and/or philosophy, stated objectives, and instructional suggestions meet the requirements of a communication based curriculum rationale.

Fourth grade teachers' manuals from each of the nine series provided the extent of the evaluation. Stated goals were recorded. Philosophical statements made by series' authors and/or consultants were searched for statements supporting the reciprocity of the four language processes. Stated objectives and instructional suggestions were recorded from three full stories in each of the nine series. Objectives and suggestions were then coded one through twenty using a description of the twenty substrands that comprise the communication based rationale as the criteria. A sample of objectives and instructional suggestions coded by a class of graduate students and their instructor in the reading department of The University of Arizona established the reliability of the investigator's coding.

Analysis of goal and philosophical statements revealed that the curriculum based rationale and five of the nine series acknowledged the reciprocity of the four language processes. The remaining four series acknowledged the reciprocity of reading and at least one of the other three language processes.

Chi square statistical procedures were used to analyze the raw data regarding objectives and instructional suggestions at the .01 level of significance. Percentages converted from the raw data were graphed and analyzed.

The findings indicated that six of the nine series differed significantly from the communication based rationale in both objectives and instructional suggestions. One series did not differ significantly from the communication based rationale in terms of objectives and one series did not differ significantly from the communication based rationale in terms of instruc-

tional suggestions. One series did not differ significantly from the communication based rationale in terms of both objectives and instructional suggestions.

The major findings of this investigation were: (1) there is an overall weakness of objectives and instructional suggestions in relation to Strand I of the communication based rationale; (2) there is a heavy emphasis throughout all the series on Strand III, particularly substrand 15; (3) there is better balance shown between the three major strands in instructional suggestions than objectives in all nine series; (4) four of the nine reading series evaluated had no stated goals for their programs; and (5) reading programs differ in the degree to which their objectives and instructional suggestions represent a communication based rationale.

AN INVESTIGATION OF THE RELATIONSHIP BETWEEN TEACHERS' ATTITUDES AND THEIR CURRICULUM PLANNING DECISIONS IN PRIMARY READING INSTRUCTION: AN APPLICATION OF THE FISHBEIN MODEL

SWEET, Robert Arthur, Ed.D. The University of British Columbia (Canada), 1978

The purpose of the study was to predict and explain elementary teachers' curriculum planning intentions and behaviours from a knowledge of their personal and professional characteristics. The particular planning behaviours investigated involved recommending the instructional use of basal reading programs with different ability groups of primary level students. Three classes of antecedent variables were considered in the prediction: formative, relating to the possession of situational information relevant to primary reading instruction and indexed in terms of prior classroom teaching experience at the primary level; academic, relating to the possession of theoretical information relevant to primary reading instruction and indexed in terms of prior preservice or inservice preparation in elementary reading instruction; and psychological properties, involving the beliefs, motivations and attitudes held toward the planning task. Relationships between curriculum planning intents and behaviours and antecedent variables, as well as among antecedents, were investigated in the context of Fishbein's Behavioural Intention Model. Basic to the definition of the Model is the assumption that intention and behaviour may be predicted primarily from attitudinal and normative factors. Specifically, the Model proposes the variables of Attitude Toward the Behaviour and Subjective Norm as the necessary and sufficient predictors of intention and hence, behaviour. Other variables such as traditionally measured attitudes and individual difference factors are presumed reflected in the attitudinal and normative components of the Model.

The subjects included 112 elementary teachers from the New Westminster School District (School District 40, Province of British Columbia). Data collection instruments were composed of questionnaire items, Semantic Differential-type instruments and a Behavioural Record Instrument. Descriptive statistics, correlational analyses and regression analyses were used to examine the empirical relationships among variables.

The results of analyses indicated that subjects' curriculum planning intentions and behaviours could be usefully predicted from psychological properties variables and that formative experiences and academic learnings were largely reflected in those psychological properties; specifically, subjects' attitudes toward the behaviour and their normative beliefs regarding performance of the behaviour. While the effect of teaching experience and formal learning on subjects' intention and behaviour was largely mediated by attitude and norm, the former exerted some influence on the empirical relations found between behavioural criteria and the Model's predictors.

It was concluded that application of the Fishbein Model to antecedent-process studies in teaching research offers a useful tool for making quantitative and visible the relationships between instructional processes and antecedent variables as well as among antecedents.

THE INFLUENCE OF PICTORIAL ILLUSTRATIONS WITH WRITTEN TEXT AND PREVIOUS ACHIEVEMENT ON THE READING COMPREHENSION OF FOURTH GRADE SCIENCE STUDENTS

Order No. 7901158

THOMAS, James Luther, Ed.D. University of Virginia, 1977. 206pp. Chairman: Donald H. Shoemaker

PURPOSE OF THE STUDY

The purpose of this study was to investigate four specific questions: (1) Does varying the inclusion of pictorial illustrations with written text influence the reading comprehension of fourth grade students in the science area? (2) Does previous achievement influence the reading comprehension of these students? (3) Does a relationship exist between the materials being used and the achievement levels on the reading comprehension of these students? and (4) Does time influence any of the aforementioned areas?

METHODOLOGY

A total of 108 fourth grade students from three elementary schools were divided into three achievement levels of high, medium, and low using the combined percentile scores from the SRA reading and science measure. Students were then randomly assigned across three treatments: color photographs with written text, simple line drawings with a colored background and written text, and written text only. Students viewed the treatments on 2 x 2 slides. Reading time was measured for each treatment. An appraisal instrument consisting of seven literal and seven inferential comprehension questions was administered. A two-way (3 x 3) factorial analysis of variance was performed in order to detect significant (.05) differences.

NULL HYPOTHESES AND FINDINGS

Three null hypotheses were tested within the major problem area:

1. There is no significant effect of varying the inclusion of pictorial illustrations with written text on students' reading comprehension in science.
2. There is no significant effect on different achievement levels on students' reading comprehension in science.
3. There is no significant interactive effect of varying the inclusion of pictorial illustrations with written text and different levels of achievement on students' reading comprehension in science. Three other null hypotheses similar to the above were tested using time as a covariate.

Using the F statistic at the .05 level of significance, hypotheses number one and three were accepted; however, hypothesis number two was rejected. The hypotheses set forth using time as a covariate were untenable, since it was found that a weak relationship existed between the scores made by students on the comprehension tests and the amount of time it took them to read the material.

CONCLUSIONS

Based upon the findings, conclusions were formulated. They were as follows:

1. Pictures neither facilitated nor hindered the reading comprehension of students.
2. Previous achievement appeared to be an accurate indication of students' performance across levels since all means for all levels were found to be different.
3. No interactive effect was found between picture/non-picture treatments and achievement levels.
4. Students in varying treatments and varying levels took approximately equal amounts of time to comprehend the material.

A COMPARISON OF AN INDIVIDUALIZED AND CONVENTIONAL READING PROGRAM AT THE INTERMEDIATE LEVEL
Order No. 7906825

WAFER, Ellis Charles, Ph.D. United States International University, 1977. 80pp. Chairperson: Mary A. Ryan

THE PROBLEM. The purpose of this study was to determine the effectiveness of individualized reading instruction in the classroom by comparing it with the conventional reading instruction in terms of student achievement. In order to make this determination, it was necessary to test a large population of classroom students. The opinions of their teachers were also solicited and included in the research. This evaluation of the relatively-experimental individualized reading program will be extremely valuable to all reading instructors and their students.

METHOD. The data on which all conclusions regarding student achievement in the individualized program were based from test results of 720 students taught by 70 teachers in 6 schools in the Compton School District; half of which used the conventional reading program and the remaining half utilized the individualized program. The test instrument used was the Comprehensive Test of Basic Skills (CTBS) which measures the auditory, sensorymotor, phonic reference, context structural analysis, and comprehension skills of reading students. All conclusions about teacher perceptions were based on responses to a detailed researcher-designed questionnaire.

The specific objectives (hypotheses) of this research were: (1) to compare the reading test results of fourth, fifth, and sixth grade students in individualized reading instruction programs with those of students in conventional reading instruction programs, and (2) to describe the relative effectiveness of the individualized and conventional reading program will differ at the fourth, fifth, and sixth grade levels. Additionally, a research question focusing on teachers' perceptions was posed: Do teachers rank the effectiveness of the individualized reading program significantly higher than the conventional reading program?

The two research hypotheses were tested by means of a 2 x 3 fixed effects analysis of variance (type of reading program by grade level) and the research question was tested by means of chi square analysis using the .05 level of confidence for all statistical significance.

RESULTS. Contrary to hypothesis 1, even after the unwanted effect of initial pre-program reading score differences were removed, students in individualized reading programs achieved lower standardized test scores than comparable students in the conventional reading program. The second hypothesis was also contradicted. In response to the research question, a significant number of individualized reading program teachers did rate their program as a better method of teaching reading than the conventional program.

From these results the following conclusions can be drawn. (1) students using the individualized method of reading instruction score no better on standardized tests than users of the conventional method; (2) the relative effectiveness of these programs does not differ significantly at the fourth and fifth grade levels; (3) sixth graders using the individualized reading program produce lower test scores than those in the conventional program; and (4) teachers believe the individualized program to be better than the conventional program. Because of these apparent contradictions and the fact that the judgement of professionally trained educators is an essential component in the proper interpretation of research data, it would be premature to conclude that the individualized reading program has no value.

However, the conclusion was reached that neither of the approaches utilized in this study was consistently and significantly superior to either of the others on any of the criteria or within any of the groups.

THE SEX-ROLE PERCEPTIONS OF TEACHERS AND THEIR RELATIONSHIP TO THE READING ACHIEVEMENT OF FIRST GRADE BOYS AND GIRLS WITH APPROPRIATE AND INAPPROPRIATE SEX-ROLE PREFERENCES
Order No. 7902957

WARDER, Sally Loy, Ph.D. The University of Iowa, 1978. 161pp. Supervisor: Professor Lowell A. Schoer

The Problem

The research objective was to compare the perceptions which teachers have of six-year-old boy and girl and ideal first grade pupil behaviors and then to investigate the relationship between teacher perceptions and the reading achievement of first grade boys and girls with sex consistent and inconsistent sex-role preferences. The study attempted to relate antecedent variables (teacher perceptions, and pupil sex and sex-role preference) to product variables (student performance).

Four questions were investigated.

1. Do teachers assign different characteristics to six-year-old boys, six-year-old girls and ideal first grade pupils?
2. Do teacher-designated characteristics of six-year-old boys, six-year-old girls and "ideal first grade pupils" parallel those assigned to adult males, adult females, and mature, healthy adults?
3. Are teacher-designated "ideal first grade pupil" characteristics masculine or feminine?
4. Is there a relationship between the teachers assigning masculine or feminine characteristics as "ideal pupil" characteristics and the reading achievement of boys and girls in their classes with high and low degrees of sex appropriate sex-role preferences?

Procedures

The research used four instruments: Sex-Role Stereotype Questionnaire for measurement of teacher sex-role perceptions, It Scale for Children for measurement of student sex-role preferences, and the Metropolitan Readiness Test and Metropolitan Achievement Test for measurement of pupil achievement. Sixty-eight teachers were asked to describe either typical boy or girl behaviors or ideal pupil behaviors. The consistency of the responses was analyzed using two criteria. Ten female first grade teachers were chosen from the survey of teachers. The ten teachers were divided equally into two attitude groups (teachers with masculine and teachers with feminine perceptions of ideal pupil behaviors). The children (78 girls and 92 boys) were tested at the beginning of first grade for readiness to read and sex-role preference and at the end of first grade for reaching achievement. Statistical procedures included four four-factor analyses of covariance with one between effect (teacher perception), one nested effect (teachers), and two within effects (sex and sex-role preference). Four measures of reading achievement served as criterion measurements and the readiness measure as the covariant.

Results

Teachers' perceptions of boy and girl behaviors did not differ significantly. Teachers were in agreement in their selection of boy and girl and ideal pupil behaviors. There was no difference in the value which teachers placed on the behaviors of boys and girls. The behaviors teachers selected as boy, girl, and ideal pupil behaviors differed from the behaviors assigned adult-male, adult-female and healthy adult.

No significant difference occurred between sexes in the readiness or age of first grade students, and girls scored significantly higher on only one unadjusted measure of reading achievement. One of the analyses of covariance produced significant triple interaction effects and double interaction effect (sex x sex-role preference).

Conclusions

1. Teachers do not perceive six-year-old boys and girls as having differential behavior traits.
2. The teacher-designated behavior traits of boys, girls and ideal pupils do not parallel behavior traits assigned adults.
3. Teachers view an equal number of boy and girl behaviors as ideal first grade pupil behaviors.
4. In the areas of Reading, Vocabulary and Word Analysis Skills, the ideal pupil perceptions of teachers were not related to pupil achievement, but the sex-role preferences of students were related to Vocabulary achievement. In the area of Reading Comprehension, all three factors were related to achievement. When readiness adjusted reading scores were used, no main effect sex-differences occurred. When unadjusted scores were used sex-differences in Word Analysis skills achievement resulted.

PRECISION TEACHING AND ITS EFFECTS ON SIXTH GRADE STUDENTS' READING ACHIEVEMENT
Order No. 7908973

WHALEY, Leatrice Joy, Ed.D. Wayne State University, 1978. 119pp. Adviser: Burnis Hall, Jr.

Purpose of Study

The primary purpose of this dissertation was to determine if sixth grade students in the Precision Teaching Program for 1977–78 achieved in reading at a significantly higher rate than students who remained in regular school programs.

The secondary purpose was to determine whether or not significant differences in student achievement existed between and among the eight schools with the Precision Teaching Program.

Selection of Population and Student Sample

The population of the study was students from the sixth grade in Region Five of the Detroit Public Schools. The total population in the experimental group was 370 students from three middle schools and four elementary schools. The control group of 370 students was from one middle school and three elementary schools.

The experimental group of students was involved in the Precision Teaching Program during the 1977–78 school year. The control group of students did not have the Precision Teaching Program during the 1977–78 school year.

Procedure

All hypotheses in this study were tested at the .05 level of significance. Any hypothesis which had three or more groups involved employed an analysis of variance procedure. The t-test was used to determine whether students in the Precision Teaching Programs achieved at a higher level than students who remained in a regular classroom. When the analysis of variance was used, F-value was considered significant. The t-test was used in cases where only two groups were initially compared for significant differences. The Chi-square test was used to tabulate data contained in the Student Interest Inventory and the Parent Questionnaire. Data obtained in the taped interviews with Precision Teachers were transcribed, compared and tabulated in narrative form.

Findings

Precision Teaching students showed significant gains at the .01 level of significance. The data suggested that the gains may be due to the type of instruction offered in the Precision Teaching Program.

The analysis of variance test revealed that the eight experimental groups differed significantly from each other at the .01 level of significance.

When comparing experimental group students by sex, girls had a slightly higher mean gain (.2 months) in reading achievement than boys.

Major differences existed among Precision Teaching Programs regarding the amount of time spent in Precision classes. That is, some students spent only 165 minutes per week in the Precision Teaching classes and others may have spent upwards to 275 minutes per week.

Conclusions

Findings of the study tend to support the conclusion that students exposed to Precision Teaching Program methodology scored more significant gains when compared to the regular reading program methodologies. Precision Teaching Reading bases its foundation on the philosophy of prescribing corrective techniques. The students were removed from their regular classroom setting and exposed to diagnostic concentrated reading instructions related to specific weaknesses. Precision Teaching's strong point was that it was the most personal approach. The regular reading approach relegated the teacher to a more technical role.

THE EFFECT OF QUESTION TYPE AND PLACEMENT ON THE READING COMPREHENSION OF UPPER ELEMENTARY SUBJECTS
Order No. 7914070

WILSON, Molly M., Ph.D. University of Georgia, 1978. 164pp. Supervisor: Albert J. Kingston, Jr.

Prose learning studies have focused on the placement of questions in passages and upon the use of various advanced organizers. Few studies have been concerned with the type of question, i.e. the type of cognitive response which it elicits, or by the influence of the reader's background knowledge and the content of the selection.

This study examines the impact of factual and inferential questions on reading comprehension. Thirty-six sixth and seventh grade students were given three equivalent passages of 1500 words to read. With each passage, S's were given four factual questions beginning with Who, What, When, and Where, and four inferential questions answering the questions Why, How, If/then, and Because. Questions were placed as pre-questions (questions seen before reading the passage), post-questions (questions seen after reading the passage), and interspersed questions (one question placed after every three – four paragraphs of text). The S's, tested individually, answered the eight questions orally and took a written 20 item multiple choice test over each passage.

This study examines some factors affecting performance differences outlined above in readers tested as being on different reading levels. S's were grouped according to reading ability as being Average Readers, reading 7.0 grade equivalent level and above, and Below Average, reading 5.0 – 6.9 grade equivalent level. Eighteen pupils in each group were tested.

Design and Statistical Analysis

The effects of reading ability (average, below average), type of question placement (pre-, interspersed, post-), and question type (factual, inferential, multiple choice) on retention are examined by multivariate analysis of variance.

The statistical analysis shows:

(1) Significant differences exist in performance across equivalent passages, based on pupil interest and background knowledge.

(2) Overall, average readers perform better than below average readers, with inferential question performance contributing more to that differentiation than factual question performance.

(3) There were no significant differences in performance determined by question placement.

(4) On two of the passages, the average readers performed better than the below average readers on inferential and multiple choice, but not factual, questions.

(5) On the third passage, there were no significant differences in performance of average and below average readers on any of the question types.

Conclusions

This study concludes:

(1) Differences in performance between average and below average readers reflect a remnant of egocentrism, insensitivity to author's style and purpose, and lack of verbal facility in the below average readers.

(2) Passage content, including reader interest in story and reader's background knowledge affect performance on questions.

(3) There is a need for careful control of question type and placement variables in testing elementary school pupils.

(4) It is necessary to test inferential processing by individual testing, since inference is a thought process as well as an answer.

This study suggests the need for careful question control, the necessity of individual testing, and the passage constraints on performance -- all important factors which have been overlooked in the mass of prose learning studies.

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